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NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

ANNUAL REPORTS FOR COLLEGE YEAR 1947-1948

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ANNUAL REPORT OF THE NEW JERSEY STATE TEACHERS' COLLEGE AT MONTCLAIR
FOR THE COLLEGE YEAR 1947-1948

To the Commissioner of Education:

I have the honor to present the following brief report of work at the New Jersey State Teachers' College at Montclair for the year 1947-1948. Accompanying this report will be found the annual reports of the various departments and agencies of the College.

I. COLLEGE DEVELOPMENTS

In spite of the fact that building facilities were exceedingly inadequate, the College accepted its responsibility of providing for the marked teacher shortage in the high schools and elementary schools. The College enrollment was increased from 1241 in 1946-1947 to 1867 in 1947-1948. Three hundred sixty freshmen and 137 students on advanced standing were admitted.

Because of high birth rates during the war period, it became evident that the greatest need for additional teachers would be in the elementary schools. The College therefore organized courses for elementary teaching and brought in two new faculty members specially qualified to give courses in the elementary field. The courses were well accepted by the College faculty and student body. The student enrollees were entirely from the junior and senior classes. By 1948-1949, it is possible that nearly half of the graduates will be qualified for provisional certification to teach in the elementary field. It is evident that during the coming year the demand for secondary teachers is somewhat reduced.

Perhaps at no time in the history of the College have the interest and support of all concerned been centered more enthusiastically upon the development and progress of the College. Student and staff committees, with mutual interests, were organized to promote the building program for the College. Alumni and a large number of organizations throughout the State lent their interest and effective support. A somewhat comprehensive total picture of the program in promoting the building program of the College is shown in the attached report of the Steering Committee, made up of representatives from the student, faculty, and alumni. Also attached are copies of printed materials which were used in the campaign.

II. RECOMMENDATIONS

A. Building Program

The College recommended and supported the Bond Issue for new buildings at the State Teachers College at Montclair, to the amount of approximately six million dollars. The breakdown of this recommendation and the building program is as follows: it is evident from the materials previously presented in this report that the one major recommendation was for a Bond

Issue to provide a minimum of the following buildings for the State Teachers College at Montclair:

1. Auditorium and classroom building
2. Science building
3. Physical education and health building
4. Food service building
5. A new laboratory school building

In explanation of the request for the new laboratory school building, it should be stated that the State authorities seem to have plans for reducing the number of state teachers colleges in the State of New Jersey. If and when this reduction is made, the State Teachers College at Montclair will be asked to conduct a somewhat comprehensive program, including the training of elementary school teachers. With this demand in prospect, a new laboratory school to provide for grades one through twelve with modern and complete facilities will be necessary. When this building is constructed, the present laboratory school (College High School) will be converted into a college classroom building.

It will be noted from the building program outlined in this report that the new buildings to accommodate the college offerings in music, art, and library service will be next on the list of buildings to be constructed. It is, of course, recognized that the dormitory facilities for women are inadequate and no permanent dormitory facilities are available for men. The College would recommend that the State Legislature pass an enabling act, whereby the State Board of Education may issue bonds for the construction of College dormitories. The interest on these bonds and the amortization on these bonds will be provided through income from the dormitories.

B. War Memorial Student Union Building Fund

Students, alumni, and faculty have organized committees and activities for raising funds for a student center or a student union building. This building is to be a memorial to the students and alumni of the College who have given their lives in service to their country. The fund is to be known as the War Memorial Student Union Building Fund. During the past year the undergraduate student body alone has raised approximately ten thousand dollars.

C. Salary Schedule







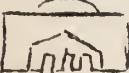





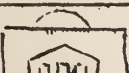
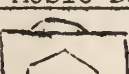
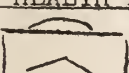
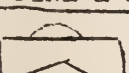

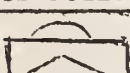
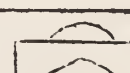

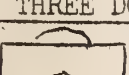
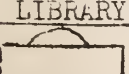
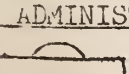

A copy of the salary schedule is attached. This schedule has been prepared by the special committee on teachers salaries and approved by the State Board of Education. It is urgently recommended that it receive favorable consideration of the Finance Department and Legislature, and be put in force as soon as possible.

Classification	Minimum Qualification	Minimum Experience	Minimum Salary	Maximum Salary	Increment	Special
Assistant Instructor	Bachelor's Degree	4 years	\$2400	\$3120	\$180 annually for 4 years	—
Instructor	Master's Degree	4 years	\$2800	\$4200	\$400 annually for 8 years	—
Assistant Professor	Master's Degree plus one further year approved graduate study	6 years	\$3600	\$5200	\$200 annually for 8 years	—
Associate Professor	Master's Degree plus two further years approved graduate study or its equivalent	8 years	\$4200	\$6000	\$400 annually for 8 years	—
Professor	Doctor's Degree or equivalent to the Doctorate	10 years	\$5000	\$6800	\$400 annually for 4 years	—
Distinguished Service Professor	Doctor's Degree or study left	10 years	\$5000	\$6800	—	—

For the purpose of this schedule, the minimum salary for a new appointee in the lowest grade shall be \$2400 per annum. The maximum salary for a new appointee in the highest grade shall be \$6800 per annum. The minimum salary for a new appointee in any grade shall be the minimum salary for the grade immediately below the grade to which he is appointed. The maximum salary for a new appointee in any grade shall be the maximum salary for the grade to which he is appointed. The minimum salary for a new appointee in any grade shall be the minimum salary for the grade immediately below the grade to which he is appointed. The maximum salary for a new appointee in any grade shall be the maximum salary for the grade to which he is appointed.

Appendix

FIFTY-FOUR TEACHERS COLLEGES IN THE UNITED STATES WHICH PREPARE HIGH SCHOOL TEACHERS
 HAVE AN AVERAGE OF SEVENTEEN PERMANENT BUILDINGS EACH. THE RANGE IS FROM 10 TO 43.
 MONTCLAIR HAS FIVE

THESE COLLEGES HAVE	MONTCLAIR HAS	COMMENTS
  TWO RECITATION HALLS	 ONE RECITATION HALL	Built for 350 students Enrollment now 1276
 AUDITORIUM OR CHAPEL		No equipment for training teachers of drama, music, or public speaking.
 SCIENCE BUILDING		Makeshift facilities. Critically inadequate.
 PHYSICAL EDUCATION BUILDING		700 undergraduate men (including veterans) have no facilities.
 DINING HALL AND COMMONS		Critical situation. Immediate need.
   THREE DORMITORIES FOR MEN		700 men.
 LABORATORY SCHOOL	 DEMONSTRATION SCHOOL ONLY	Additions should supply college classrooms.
 MUSIC BUILDING		Critical situation.
 HEALTH BUILDING		Neglected field of work
 FINE & APPLIED ARTS BUILDING		Housed in part of a garage. Can wait.
   THREE DORMITORIES FOR WOMEN	  TWO DORMITORIES	Waiting list.
 LIBRARY BUILDING		Can wait.
 ADMINISTRATION BUILDING		Can wait.
 HEATING PLANT	 HEATING PLANT	Inadequate

A BUILDING PROGRAM FOR THE NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR

I. A Brief Statement of Historical Background - How Did We Get This Way?

- A. The present classroom building was built in 1908 to accommodate a two-year normal school of 350 students.
- B. The college was established in 1927 and includes 5 years of undergraduate and graduate work.
- C. The full-time enrollment has increased from approximately 350 to over 1370 and including extension and summer session students, the increase has been from approximately 350 to over 3000.
- D. It is a fact that in spite of all demands, no permanent college classrooms have been added since 1908.
- E. Laymen, school men, students, and others refer to the present situation as "shocking", "markedly inadequate" and the need for new buildings as "imperative."
- F. The State Board of Education and the Legislature recognized the need for buildings in 1928. An appropriation was made for an auditorium but was rescinded in 1930 because of the impending depression. The depression and a world war have held up all developments.
- G. The College is earnestly and courageously endeavoring to meet the demands of the post-war period.
- H. Additional demands for the education of more veterans and the preparation of elementary school teachers are being presented.

II. A General Statement of Building Requirements.

- A. Colleges of the size of Montclair which offer undergraduate and graduate work are commonly provided with the following buildings;

Two recitation halls	Library building
Science building	Auditorium or chapel
Physical education building	Dining hall and college commons
Health building including infirmary	Three or more dormitories for women
Music building	Three or more dormitories for men
Fine and applied arts building	Administration building
Demonstration or practice school	Total 18 buildings

- B. Fifty-four teachers colleges in the United States which prepare high school teachers have an average of seventeen buildings. The range is from ten to forty-three. Montclair has five including a heating plant.

III. Present Permanent Building Facilities at Montclair.

- A. Recitation hall
- B. Two dormitories for women
- C. Demonstration school for high school students
- D. Heating plant
- E. It should be noted that of the five buildings provided at Montclair, only one, the original recitation hall, provides facilities for college classes.

IV. Major Building Needs at Montclair

- A. Auditorium, speech and dramatics building
- B. Science building
- C. Physical education building
- D. Health education building and infirmary
- E. Cafeteria and food service building
- F. Music and art building
- G. Building for observation, demonstration, and experimental work, from kindergarten through senior high school
- H. Library and teaching aids building
- I. Reconstruction and addition to provide college classrooms
- J. Addition to heating plant

V. Brief Statements Pointing out the Need for Individual Buildings Requested

- A. The Need for an Auditorium
 - 1. The College has no auditorium or chapel for assemblies, lectures, concerts, dramatics, state and regional conferences, celebration of national holidays, college commencements, etc.
 - 2. The College prepares teachers of dramatics, public speaking, and music, but is without building facilities for this work.
- B. Science Building
 - 1. The original normal school provided practically nothing by way of suitable laboratories, lecture rooms, special work rooms, demonstration rooms, and storage for college science.
 - 2. Even though undergraduate and graduate majors and minors in college science have been added, nothing new by way of suitable building facilities has been added.
 - 3. Efficient teachers in the important field of science cannot be prepared under the present conditions.
- C. Physical Education Building
 - 1. The College has a gymnasium and a locker room which were adequate for 350 women students in a two-year normal school course.
 - 2. Today, the gymnasium and locker room are not adequate for the 700 women students enrolled.
 - 3. No provision has been made for the 700 men students in the College.
- D. The Need for a Cafeteria
 - 1. The present cafeteria is a makeshift. It is a dark, damp unsanitary, and inadequate basement room built for men's lockers.
 - 2. It has no kitchen.
 - 3. The cafeteria serves in shifts 1200 daily.
 - 4. Food is prepared in a kitchen built to serve 100 students and located in another building somewhat removed.

E. Music and Art Building

1. A music major has been established at Montclair. This involves both vocal and instrumental music and includes a broad variety of courses together with individual and group work in voice, piano, string instruments, and training in chorus, band, and orchestra.
 2. The College has but one room definitely assigned for all of this work. This room, naturally, cannot accommodate the eight teachers in the department and the great variety of student courses and groups.
 3. The present art work is being conducted in part of a garage building.
- F. A laboratory building should provide for observation, demonstration, and experimental work for grades 1 to 12 and also for college classrooms.

VI. Plans and Specifications for Individual Buildings

Revised and complete plans and specifications are now available for two buildings.

VII. Campus - Location and Plot Plan

- A. The College campus at Montclair is ideally located.
1. It has good transportation facilities.
 2. It is just outside of cities or highly congested areas.
 3. There is a population of approximately 2 million within a fifteen-mile radius.
- B. The campus has an area of approximately seventy-five acres. Additional acreage is available. The campus is beautifully located and attractively developed.
- C. A plot plan showing the location of present and proposed new buildings is available.

VIII Costs

Minimum requirements include building which will cost approximately \$6,000,000.

The State of New Jersey ranks high in expenditures for local public education. The citizens of New Jersey want better teachers and better education.

The State of New Jersey has an exceptionally low rank in expenditures for teacher education. Schools can be no better than their teachers.



Healthy Normal School Girl



Helpless Old Man



Bright Young College Girl

**All these
New Jersey people
are in need!**



Feeble-minded Boy



Ambitious Young Man

**Only you can help
With Your Vote ON NOVEMBER 2**



YOU CAN HELP HER . .

THIS CHILD IS IN NEED OF BETTER TEACHERS

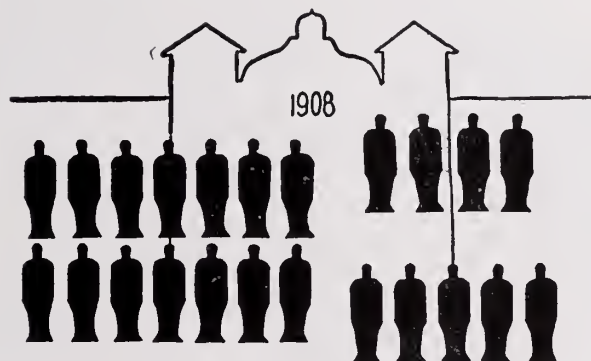
Over-crowded classrooms . . . hurried, over-worked teachers . . . less individual attention to children . . . discouragement of young minds . . . will this be the fate of New Jersey's youngsters—the State's future citizens?

"Yes," unless action is swift and effective! .

Why?

The present limited capacity of the teachers colleges cannot accommodate enough students to meet the teacher shortage. New Jersey needs 6000 new teachers by 1950 for replacements and increases in enrollment, and more than 6000 during the following six years. The present enrollment in the teachers colleges will produce only one-third the number needed by 1950.

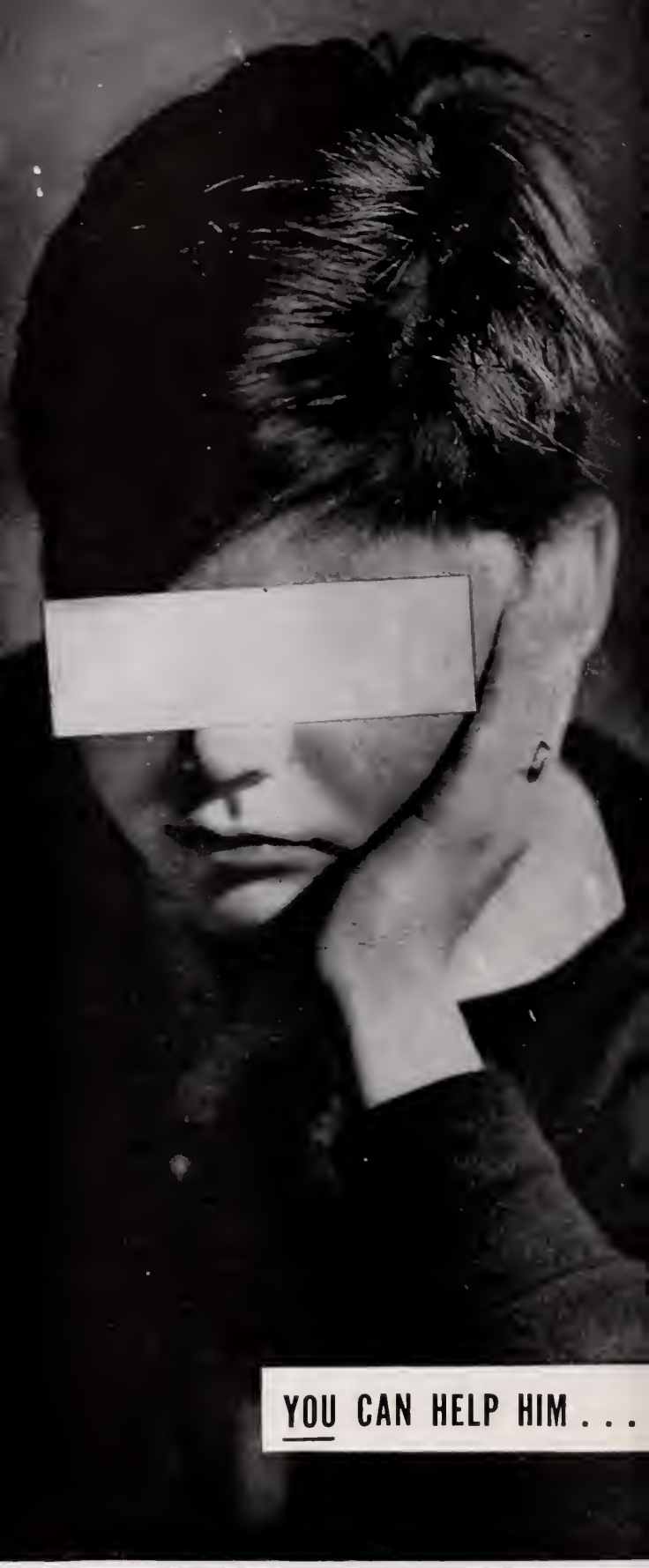
Yes, the enrollment in New Jersey's teachers colleges is increasing, but many qualified candidates are being turned away because of lack of facilities.



Additional buildings have been needed at the teachers colleges for years. There has been no increase in facilities since 1931. Montclair State Teachers College, built in 1908 for a maximum of 350 students taking a two-year course for elementary teachers, is now bursting with 1400 four-year course undergraduates, 500 graduate, and 400 part-time students.

Additional buildings are needed now to provide well trained teachers for New Jersey's children.

WITH YOUR VOTE ON NOVEMBER 2



YOU CAN HELP HIM . . .

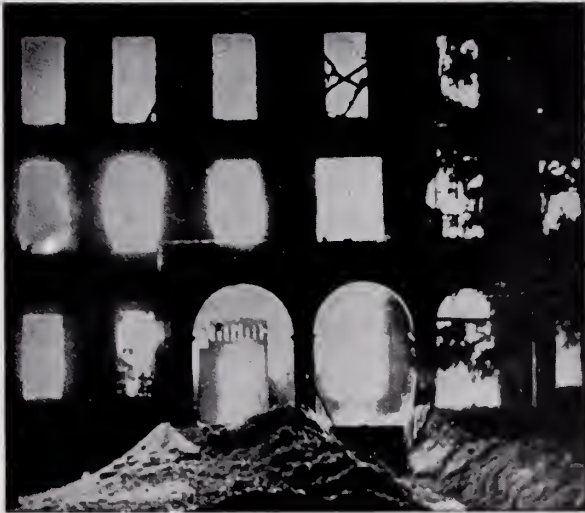
THIS CHILD IS IN NEED OF TREATMENT IN A MODERN INSTITUTION

Will he receive that care, or will he be confined—animal-like—in a cage constructed by his distraught parents.

Such was the fate of at least one New Jersey lad. To some folks he was just another assaultive feeble-minded boy of very low mentality. To the humanitarian, he was one of hundreds now on waiting lists for admission to State institutions.

In the words of Governor Alfred E. Driscoll: "The obligation of a state to its children, its wards, the mentally sick, physically handicapped and chronically ill can neither be avoided nor forgotten."

Are we avoiding that obligation?
Have we forgotten?



Must we wait for a catastrophic fire to bring home the fact that antiquated firetraps not only hamper the inmates' chances for recovery but are a threat to their lives. And we cannot forget the misery spelled out in human suffering by the words "waiting list."

WITH A ✓ OR A × OR A +



YOU CAN HELP HIM . . .

THIS OLD FELLOW IS IN NEED OF A DECENT PLACE TO EAT AND SLEEP

Senile . . . helpless . . . in constant need of custodial care . . . this old man is consigned to a Marlboro State Hospital building which is totally inadequate for the care of senile men and women.

One-third of all the admissions to Marlboro are senile.

Space is extremely limited.

Beds jam every available space, overflowing into recreation rooms, day rooms and even into the infirmary wards. Space which was planned for medical and therapeutic work now is devoted to sleeping space.

Bath facilities are inadequate. Feeding facilities are lacking on some floors.

Water itself is at such a premium that hydrotherapy units lie unused, and even sewage facilities are inadequate. There is no chapel, no assembly room, no recreation building, no occupational therapy area, no enclosed grounds for exercising patients.



The population of the State's mental institutions is growing despite all efforts for clinical care near their homes. Adequate, safe and cheerful buildings must be erected for their care and their cure.

AND KEEP YOUR SELF RESPECT



YOU CAN HELP HIM . . .

THIS YOUNG MAN IS IN NEED OF A CHANCE TO GO TO COLLEGE

Young, eager, intelligent and qualified in every respect, this young man wants to go to college.

But can he?

Thousands of such young men have been denied admission to New Jersey's state-supported institutions of higher learning since the war and present indications point to an even greater demand for public higher educational opportunities in the future.

At the graduate or professional levels the restriction of educational opportunities to New Jersey's young men is even more serious. New Jersey lacks schools of medicine, dentistry and veterinary medicine.

This, despite the large population of the State and its high per capita income which places New Jersey near the top among the states.

But New Jersey ranks near the bottom in the amount per capita spent for higher education.



Army huts originally destined for the tropics . . . a huge steel building which all but went to Russia under lend-lease . . . wooden barracks . . . temporary structure. . . All these are in use on the campuses of New Jersey's state colleges and State University. But there still is not enough room!

AND HELP YOUR CHILDREN, TOO



YOU CAN HELP HER . . .

THIS GIRL IS IN NEED OF ADEQUATE STUDY SPACE

She is fortunate because she isn't one of the hundreds of qualified New Jersey young women who are denied admission to the State-supported colleges each year because of lack of space and facilities.

But her college training is being seriously handicapped by a lack of facilities for study and reading.

So serious is the problem of overcrowding in the State teachers colleges and State University that each year—despite improvising and temporary post-war construction—nearly twice as many students are forced to go outside the State for higher education than can be enrolled in New Jersey's institutions of higher learning.

Typical of the problem is the situation at the New Jersey College for Women, a college of the State University. Total enrollment at N.J.C. in 1942 was 942. By crowding the enrollment has been increased to 1320—the absolute maximum until new buildings are provided—yet more qualified applicants were rejected this year than could be admitted.



And those who are admitted must learn in crowded classrooms, study in a tiny library that was meant for recitation rooms, and take physical education courses in a "temporary" building constructed of packing cases for World War I Liberty airplane engines.

AND HERE'S HOW TO DO IT . . .

HOW YOU CAN HELP—

Vote YES for those

**Approve the Bond
Welfare - Education**

► When you go to the polls November 2, vote “yes” for healthful quarters for the State’s wards, more facilities for training badly-needed New Jersey teachers and greater opportunities for public higher education for the young people of the State.

Mark the “yes” column on the referendum question on a bond issue for welfare and educational buildings. A cross (X), a plus (+) or a check (✓) mark will do, or *pull the “yes” lever* on the voting machine.

indeed in need!

**Issue for State
Buildings on Nov. 2**

Vote "yes" for this question on the ballot:

✓	YES	An act authorizing the creation of a debt of the State of New Jersey by the issuance of bonds of the State in the sum of fifty million dollars (\$50,000,000.00) for State Buildings , their construction, reconstruction, development, extension, improvement, equipment and facilities, for welfare and educational uses ; providing the ways and means to pay the interest of said debt and also to pay and discharge the principal thereof; and providing for the submission of this act to the people at a general election.
	NO	

Questions and Answers About the Bond Issue

Q. What is the Bond Issue for?

A. It is to finance the construction of urgently needed buildings at New Jersey's State welfare and educational institutions.

Q. Who will benefit from the buildings erected by the bond issue?

A. Every resident of New Jersey. Directly benefiting will be the State's wards and its young people seeking college training; every resident will benefit indirectly from improved care for the State's unfortunates and their improved chances for a return as productive members of society, a greater supply of trained public school teachers, increased opportunities for public higher education and the expansion of research facilities at the State University.

Q. Why a bond issue? Why not pay for the needed buildings on a "pay-as-you-go" basis?

A. The need is so urgent that a major construction program must be started at once. Existing State revenues cannot provide for such a program.

Q. Won't new taxes be necessary to pay off the \$50,000,000 bond issue?

A. No. Interest will be met and the principal paid off from revenue of the existing three-cent cigarette tax.

Q. Has the need for additional buildings come about suddenly?

A. No. New Jersey has had a deficit in new construction at its welfare and educational institutions extending over a long period of years.

Q. Can't this construction program wait until building costs are lower?

A. No. These buildings are urgently needed now and there is no reason to believe building costs will be substantially reduced for years.

Q. How will the proceeds of the bond issue be divided?

A. Allocation of the bond issue monies will be made by the New Jersey Legislature.

Q. What are some of the buildings urgently needed?

A. The State welfare institutions need new buildings to relieve acute overcrowding at the mental hospitals and institutions for the feeble-minded, fireproofing of existing fire-traps, separate buildings for tubercular patients; additional classrooms, laboratory and library buildings and dormitories are among the urgent needs of the State Teachers Colleges and the State University.

You can help solve New Jersey's Gravest Problem in 3 ways

1 TALK FOR

the bond issue for State welfare and educational buidings. Tell your friends, business associates, fellow service club members, etc. about the problem and its solution.

2 WORK FOR

the bond issue. Take part in the educational campaign to inform the people of New Jersey about those in need and the way to help them.

3 VOTE FOR THE WELFARE . . . EDUCATIONAL BOND ISSUE NOV. 2nd

VOTE

YES INDEED

**FOR THOSE
IN NEED**

!

APPROVE THE BOND ISSUE

FOR STATE WELFARE AND

EDUCATIONAL BUILDINGS

*This booklet published
in the interest of New Jersey's future
by the New Jersey Committee
for Adequate Welfare and Educational
Buildings*



You

**CAN HELP SOLVE
NEW JERSEY'S
GRAVEST
PROBLEM**

A Citizens' Plan For

BETTER SCHOOLS

**BETTER WELFARE
INSTITUTIONS**

BETTER COLLEGES

**THE NEW JERSEY COMMITTEE FOR
ADEQUATE WELFARE AND
EDUCATIONAL BUILDINGS**

If

YOU WANT NEW JERSEY'S CHILDREN TO HAVE ENOUGH QUALIFIED TEACHERS

Lacking adequate buildings and facilities New Jersey's teachers colleges cannot train enough teachers to meet the needs of the State's public schools.

There are now about 2,500 teachers with sub-standard certificates in the New Jersey schools and the teacher shortage is growing because of the increasing school population.

Nearly 6,000 new teachers will be needed in the next three years—the State teachers colleges can only train about 2,000.

Yet many qualified applicants for teacher training are turned away each year for a lack of space.

New Jersey's school children will suffer unless new facilities for training teachers are provided at once.

TALK FOR
THE WELFARE

Do You Know

That 2,000 future teachers in one State teachers college are crowded into a building erected in 1908 for only 350 students.

That the gymnasium of the New Jersey College for Women was built in 1919 of packing cases from World War I Liberty airplane motors.

That many patients in the State's mental hospitals are in constant danger of fire. One three-story dormitory at Greystone Park Hospital has all wood floors. At Skillman Village, patients work in an industrial building with wood floors, wood partitions, even wood ceilings.

That New Jersey's State University has no space for a course in chemical engineering although this State leads the Nation in chemical manufacturing.

That in one New Jersey mental hospital 75 tubercular mental patients are housed in a basement room which is damp and poorly ventilated.

That one of the principal New Jersey teachers colleges has only five buildings, including two dormitories and a heating plant, while the average high school teacher-training college has seventeen buildings.

That no new State taxes will be required to finance the proposed \$50,000,000 bond issue. Interest will be met and principal paid off from revenue of existing cigarette tax.

YOUR VOTE—FOR THE STATE WELFARE EDUCATION BOND ISSUE

Will

Give New Jersey's schools an adequate supply of qualified teachers.

Insure adequate, safe and healthful housing for the State's wards.

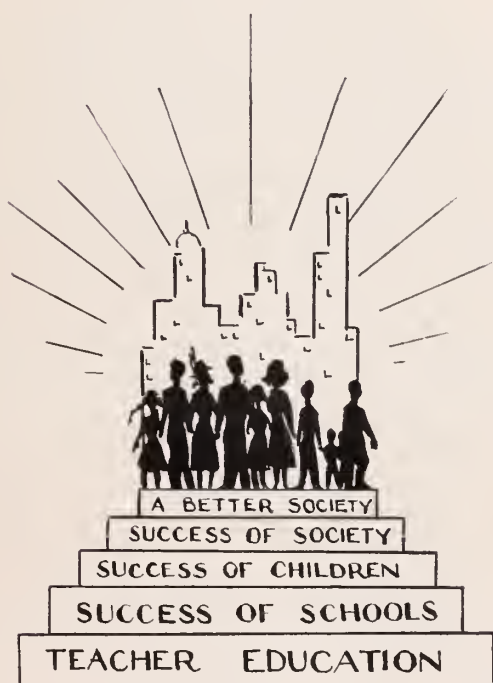
Provide adequate opportunities for public higher education for New Jersey's young people.

Vote "*Yes*" Here on NOVEMBER 2

✓	YES	An act authorizing the creation of a debt of the State of New Jersey by the issuance of bonds of the State in the sum of fifty million dollars (\$50,000,000.00) for State buildings , their construction, reconstruction, development, extension, improvement, equipment and facilities, for welfare and educational uses ; providing the ways and means to pay the interest of said debt and also to pay and discharge the principal thereof; and providing for the submission of this act to the people at a general election.
	NO	

THE NEW JERSEY COMMITTEE FOR ADEQUATE
WELFARE AND EDUCATIONAL BUILDINGS

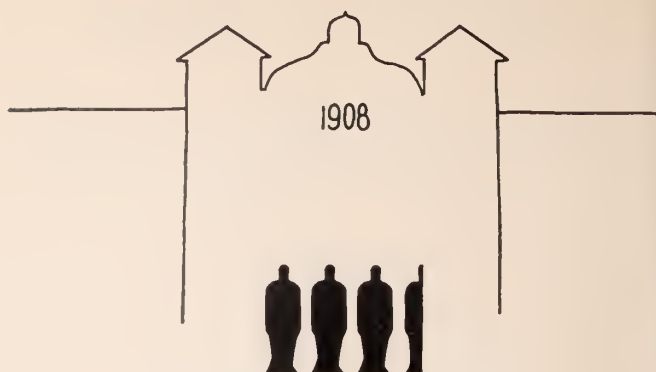
Steps to Good Public Education in New Jersey



Next Step
Vote YES For
Bond Issue November 2

Help raise New Jersey from the lowest rank in higher education toward the national average.

MONTCLAIR STATE TEACH



350 STUDENTS
MAXIMUM CAPACITY

The State Teachers College at Montclair was originally established as a two-year normal school for the preparation of elementary and kindergarten teachers.

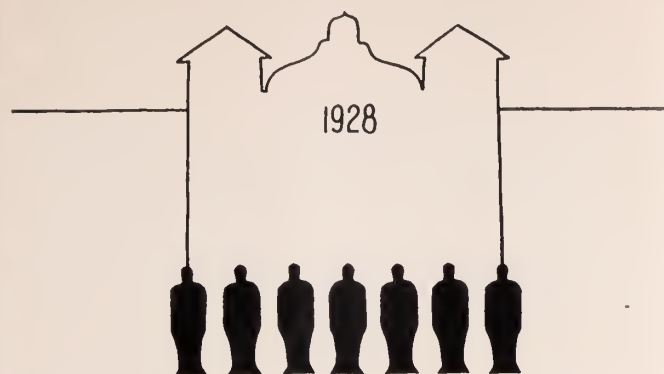
The building for classrooms and administrative offices was designed for a maximum of 350 students.

In planning a building for a two-year normal school to prepare kindergarten and elementary teachers it was not necessary to include:

- Science laboratories.
- Extensive health and physical education facilities.
- Facilities for men duplicating those for women.
- Facilities for special graduate or undergraduate college departments of

music	field studies
guidance	mathematics
English	physical sciences
speech	biological sciences
dramatics	foreign languages
social studies,	business education
supervision and public school administration	
office and conference space	
clinical service	
business and administration offices	
etc., etc., etc.	

COLLEGE REQUIRES AND DESERVES BETTER THAN THIS!



700 STUDENTS
SAME BUILDING

1927—The State Board of Education established a four-year college at Montclair to prepare secondary school teachers.

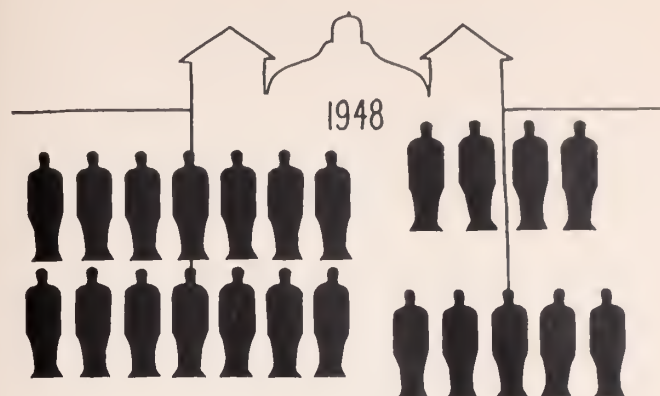
1929—Part-Time and Extension Division organized.

1930—Summer Session inaugurated.

1927 to 1947—In this period *fourteen* special undergraduate and graduate departments were organized and developed to serve the junior and senior high schools of New Jersey.

In 1928 the State Board of Education and the legislature recognized that the new program demanded new and increased facilities. A building program calling for six new buildings was developed and approved. Appropriations for buildings were made but the depression set in, followed by World War II, and the building program recognized as necessary in 1928 and officially recommended each year from 1928 to 1948 has not been realized.

After 20 years the situation at Montclair has become exceedingly critical.



1400 UNDERGRADUATES
500 GRADUATES
400 OTHER PART-TIME
SAME BUILDING

Still using the original building designed for maximum of 350 students the college is operating under these severe handicaps:

- There is no auditorium.
- Both men and women use the same small gymnasium.
- Food is cooked in a wholly inadequate kitchen in a dormitory and hauled 150 yards to another building *every school day*.
- Lighting and ventilation are far below minimum health standards.
- The Art Department uses part of a garage.
- Extremely crowded sciences laboratories are inadequate.
- Rooms are too small and classes too large for effective teaching.

Montclair needs desperately the following buildings: •auditorium, speech and dramatics, •science, •physical education, •cafeteria and food service, •music and art, •enlarged and improved demonstration and experimental school, •reconstructions and additions to provide college classrooms, •an enlarged heating plant.

Vote YES (X) on November 2

The New Jersey Crisis in Teacher Education

- The people of New Jersey believe in education.
- Compared with other states New Jersey ranks high in expenditures for elementary and high school.
- But local schools are no better than their teachers.
- The quality of teaching depends greatly upon the teacher's preparation.
- Teachers Colleges in the state are woefully lacking in facilities to do their job.
- *New Jersey has ranked lowest of all states in the per capita expenditures for public higher education.*
- This is *not* a passing need—New Jersey will face a teacher shortage for many years to come.
- Give higher education the chance it deserves in this state.

Vote YES on November 2 for the bond issue to provide buildings for higher education in New Jersey.

Montclair Buildings Compared with Other Teachers Colleges

Fifty-Four Teachers Colleges in the United States Which Prepare High School Teachers Have An Average of Seventeen Permanent Buildings Each. The Range Is From 10 to 43. Montclair Has Five.

OTHER COLLEGES HAVE		MONTCLAIR HAS
 	Recitation Halls	
	Auditorium	
	Science	
	Physical Education	
	Dining Hall	
	Laboratory School	
	Music	
	Arts	
 	Dormitories, Men	
  	Dormitories, Women	 
	Library	
	Administration	
	Heating Plant	
17	Total	5

Only *one* of Montclair's five buildings is for college instructional purposes.

FACULTY 1947-1948

Distribution of Faculty by Professorial Rank, Full-Time Members Only, as of June 1, 1948.

<u>Rank</u>	<u>No. on Regular Budget</u>	<u>% of Regular Budget</u>	<u>No. on Veterans Budget</u>	<u>% of Veterans Budget</u>	<u>% of Combined Budget</u>
Professors	15	24.6%	0	0.0%	17.6%
Assoc. Professors	10	16.4%	0	0.0%	11.7%
Asst. Professors	18	29.5%	4	16.6%	25.9%
Instructors	16	26.2%	18	75.0%	40.0%
Asst. Instructors	<u>2</u>	<u>3.3%</u>	<u>2</u>	<u>8.3%</u>	<u>4.7%</u>
TOTALS	61	100.0%	24	99.9%	99.9%

These figures include Dr. Sparle (on leave 2d semester) and Mrs. Falay, but not Mr. Wiegand; Mr. Pettegrove, but not his substitute Mr. Combs. Dr. Sprague is not included.

Distribution of Faculty by Professorial Rank, Part-Time Members Only, as of June 1, 1948.

<u>Rank</u>	<u>No. on Regular Budget</u>	<u>% of Pt-Time Regular Budget</u>	<u>No. on Veterans Budget</u>	<u>% of Pt-Time Veterans Budget</u>	<u>% of Combined Pt-Time Budget</u>
Professors	0	0.0%	0	0.0%	0.0%
Assoc. Professors	0	0.0%	0	0.0%	0.0%
Asst. Professors	1	16.6%	0	0.0%	8.3%
Instructors	5	83.3%	3	50.0%	66.6%
Asst. Instructors	<u>0</u>	<u>0.0%</u>	<u>3</u>	<u>50.0%</u>	<u>25.0%</u>
TOTALS	6	100.0%	6	100.0%	100.0%

TABLE 1

Estimated percentage of population in various age groups, 1950

Age Group	Male	Female	Total
0-4	12.5	13.2	12.8
5-9	11.8	12.5	12.1
10-14	11.2	11.8	11.5
15-19	10.5	11.0	10.7
20-24	9.8	10.2	10.0
25-29	9.2	9.5	9.3
30-34	8.5	8.8	8.6
35-39	7.8	8.0	7.9
40-44	7.2	7.4	7.3
45-49	6.5	6.7	6.6
50-54	5.8	6.0	5.9
55-59	5.2	5.4	5.3
60-64	4.5	4.7	4.6
65-69	3.8	4.0	3.9
70-74	3.2	3.4	3.3
75-79	2.5	2.7	2.6
80-84	1.8	2.0	1.9
85-89	1.2	1.4	1.3
90-94	0.5	0.6	0.5
95-99	0.2	0.3	0.2
100+	0.1	0.1	0.1

Source: U.S. Census Bureau, "Marriage, Divorce, Remarriage in the United States," 1961. The percentages are based on the 1950 population of the United States.

Estimated percentage of population in various age groups, 1960

Age Group	Male	Female	Total
0-4	12.8	13.5	13.1
5-9	12.1	12.8	12.4
10-14	11.5	12.1	11.8
15-19	10.7	11.2	10.9
20-24	10.0	10.5	10.2
25-29	9.3	9.8	9.5
30-34	8.6	9.0	8.8
35-39	7.9	8.2	8.0
40-44	7.2	7.5	7.3
45-49	6.5	6.8	6.6
50-54	5.8	6.1	5.9
55-59	5.2	5.5	5.3
60-64	4.5	4.8	4.6
65-69	3.8	4.1	3.9
70-74	3.2	3.5	3.3
75-79	2.5	2.8	2.6
80-84	1.8	2.1	1.9
85-89	1.2	1.5	1.3
90-94	0.5	0.7	0.6
95-99	0.2	0.3	0.2
100+	0.1	0.1	0.1

1947-1948

ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-time members of Regular Payroll:

<u>Degree</u>	<u>1943-44</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
Doctor's degree or equivalent preparation	56%	50%	45%	57%	55%
60 Semester-hours of graduate study	21%	19%	19%	20%	21%
Master's degree or equivalent preparation	21%	29%	34%	21%	22%
Bachelor's degree	0%	0%	0%	0%	0%
M.D. degree	2%	2%	2%	2%	2%

Full-time members of Veterans Account:

Doctor's degree or equivalent preparation	10%	29%
60 semester-hours of graduate study	50%	17%
Master's degree or equivalent preparation	30%	46%
Bachelor's degree	10%	8%
M.D. degree	0%	0%

Part-Time Faculty Members of Both Accounts for Year 1947-1948:

(The Part-Time Faculty is considered as a completely separate unit here)

<u>Part-Time Only</u>	<u>No. on Regular Budget</u>	<u>% of Regular Budget</u>	<u>No. on Veterans Budget</u>	<u>% of Veterans Budget</u>	<u>% of Combined Budget</u>
Doctor's degree or equivalent preparation	1	16.6%	1	16.6%	16.6%
60 Semester-hours	2	33.3%	0	0.0%	16.6%
Master's degree or equivalent prep.	3	50.0%	2	33.3%	41.6%
Bachelor's degree	0	0.0%	3	50.0%	25.0%
M.D. degree	0	0.0%	0	0.0%	0.0%

All the data on this page is based on the 2d Semester of 1947-1948

APPENDIX

TABLE NO. 100. LISTING OF STATE DEPARTMENTS

TABLE NO. 100. LISTING OF STATE DEPARTMENTS

DEPT.	CLASS.	ACTUAL	ESTIMATED	DIFF.	REMARKS
101	101	101	101	00	DEPT. OF AGRICULTURE
102	102	102	102	00	DEPT. OF COMMERCE
103	103	103	103	00	DEPT. OF EDUCATION
104	104	104	104	00	DEPT. OF HEALTH
105	105	105	105	00	DEPT. OF JUSTICE

TABLE NO. 100. LISTING OF STATE DEPARTMENTS

106	106				DEPT. OF LABOR
107	107				DEPT. OF LAND
108	108				DEPT. OF MINES
109	109				DEPT. OF NAVY
110	110				DEPT. OF PUBLIC WORKS

TABLE NO. 100. LISTING OF STATE DEPARTMENTS

DEPT.	CLASS.	ACTUAL	ESTIMATED	DIFF.	REMARKS
111	111				DEPT. OF TRANSPORTATION
112	112				DEPT. OF TOWNSHIP
113	113				DEPT. OF UTILITIES
114	114				DEPT. OF WAREHOUSES
115	115				DEPT. OF WATER

1947-1948 FACULTY CLASSIFIED BY DEPARTMENTS
SPRING SEMESTER

<u>Department</u>	<u>Regular Budget</u>		<u>Veterans Budget</u>	
	<u>No. Full Time</u>	<u>No. Part Time</u>	<u>No. Full Time</u>	<u>No. Part Time</u>
Art	1	0	1	0
Business Education	2	0	3	1
English	10	0	3	2 (Including Salt 4 s.h.)
Geography	1	0	0	1 (Turk 6 s.h.)
Physical Education & Medical	7	0	1	1
Integration	10 (Incl. Ritter, Partridge, Sherwin, Jackson)	0	2	1 (Salt 11 s.h.)
Languages	5	1 (Caliandro)	1	0
Mathematics	4	0	1	1
Music	2	4	1	2
Science	6	0	4	0
Social Studies	7	1	4	1 (Turk 9 s.h.)
Library	4	0	1	0
Registrar	1	-	-	-
Domestic Science in College High School	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTALS	60	6 part-time plus Caliandro	22	6 part-time plus Salt & Turk

NOTE: Mrs. Salt, Miss Caliandro and Miss Turk are full time on the payroll.

Dr. Sprague not included.

Dr. Sperle and Mrs. Faley included, but not Mr. Wiegand.

TABLE 1 SUMMARY OF DATA

Year	1950-1954		1955-1959		Total
	1950-1954	1955-1959	1950-1954	1955-1959	
1950	1	2	3	4	5
1951	1	2	3	4	5
1952	1	2	3	4	5
1953	1	2	3	4	5
1954	1	2	3	4	5
1955	1	2	3	4	5
1956	1	2	3	4	5
1957	1	2	3	4	5
1958	1	2	3	4	5
1959	1	2	3	4	5
1960	1	2	3	4	5
1961	1	2	3	4	5
1962	1	2	3	4	5
1963	1	2	3	4	5
1964	1	2	3	4	5
1965	1	2	3	4	5
1966	1	2	3	4	5
1967	1	2	3	4	5
1968	1	2	3	4	5
1969	1	2	3	4	5
1970	1	2	3	4	5
1971	1	2	3	4	5
1972	1	2	3	4	5
1973	1	2	3	4	5
1974	1	2	3	4	5
1975	1	2	3	4	5
1976	1	2	3	4	5
1977	1	2	3	4	5
1978	1	2	3	4	5
1979	1	2	3	4	5
1980	1	2	3	4	5
1981	1	2	3	4	5
1982	1	2	3	4	5
1983	1	2	3	4	5
1984	1	2	3	4	5
1985	1	2	3	4	5
1986	1	2	3	4	5
1987	1	2	3	4	5
1988	1	2	3	4	5
1989	1	2	3	4	5
1990	1	2	3	4	5
1991	1	2	3	4	5
1992	1	2	3	4	5
1993	1	2	3	4	5
1994	1	2	3	4	5
1995	1	2	3	4	5
1996	1	2	3	4	5
1997	1	2	3	4	5
1998	1	2	3	4	5
1999	1	2	3	4	5
2000	1	2	3	4	5
2001	1	2	3	4	5
2002	1	2	3	4	5
2003	1	2	3	4	5
2004	1	2	3	4	5
2005	1	2	3	4	5
2006	1	2	3	4	5
2007	1	2	3	4	5
2008	1	2	3	4	5
2009	1	2	3	4	5
2010	1	2	3	4	5
2011	1	2	3	4	5
2012	1	2	3	4	5
2013	1	2	3	4	5
2014	1	2	3	4	5
2015	1	2	3	4	5
2016	1	2	3	4	5
2017	1	2	3	4	5
2018	1	2	3	4	5
2019	1	2	3	4	5
2020	1	2	3	4	5
2021	1	2	3	4	5
2022	1	2	3	4	5
2023	1	2	3	4	5
2024	1	2	3	4	5
2025	1	2	3	4	5
2026	1	2	3	4	5
2027	1	2	3	4	5
2028	1	2	3	4	5
2029	1	2	3	4	5
2030	1	2	3	4	5

Source: Bureau of Economic Analysis, Department of Commerce, Washington, D.C.

Notes: 1. Data for 1950-1954 are based on the 1954-55 fiscal year. Data for 1955-1959 are based on the 1959-60 fiscal year. Data for 1960-1969 are based on the 1969-70 fiscal year. Data for 1970-1979 are based on the 1979-80 fiscal year. Data for 1980-1989 are based on the 1989-90 fiscal year. Data for 1990-1999 are based on the 1999-00 fiscal year. Data for 2000-2009 are based on the 2009-10 fiscal year. Data for 2010-2019 are based on the 2019-20 fiscal year. Data for 2020-2029 are based on the 2029-30 fiscal year. Data for 2030-2039 are based on the 2039-40 fiscal year.

1947-1948 FACULTY AND STAFF CHANGES

A record should be made of two important appointments which were made at the beginning of the school year.

1. Dr. Ernest DeAlton Partridge was appointed the Dean of Instruction.
2. Dr. Mowat G. Fraser was appointed the Head of the Department of Integration.

Faculty Appointments

William A. Baillare	Instructor, English
Irvin H. Brune	Asst. Professor, Mathematics
Paul V. Combs	Substitute Instructor, English
Charles G. DeShaw	Asst. Professor, Physical Education
Annie G. Dix	Instructor, English
Catherine M. Faley (Mrs.)	Instructor, Integration and Supervisor Student Teaching
Pauline Foster	Instructor, Physical Education for Women
Mary Jane Hungerford	Asst. Professor, Physical Education for Women
George Kays	Instructor, Mathematics
Richard Lampkin	Instructor, Science
Dorothy S. Lehmkuhl (Mrs.)	Instructor, Science
Angelina Ludman (Mrs.)	Instructor, Music
Ulrich J. Neuner	Instructor, Business Education
William R. Phipps	Asst. Professor, Integration
Max Sobel	Asst. Instructor, Mathematics - Part-Time
Jessie R. Turk	Instructor, Social Studies - Geography
Elizabeth Van Derveer (Mrs.)	Instructor, Business Education
Oscar W. Wiegand	Supervisor of Student Teaching
Richard W. Willing	Instructor, Business Education
Stanley Wnek, Jr.	Asst. Instructor - Coach, Physical Education
Annetta L. Wood	Asst. Professor, English and Speech
Frederic H. Young	Instructor, English

Office Staff Appointments

Ann E. Arnold (Mrs.)	Secretary, Registrar's Office
Charlotte Baussmann (Mrs.)	Clerk, Registrar's Office
Dorothy Beshar	Stenographer, Personnel Office
Lucy Brown	Resident Alumni Secretary
Morris Cohen	Bookkeeper, Business Office
Mary Jane Fierro	Switchboard Operator
Ruth DeC. Freeman (Mrs.)	Clerk, Personnel Office
Minnie Frucht	Bookkeeper, Business Office
Inga Holm (Mrs.)	Assistant Registrar
Agnes Kahwaty	Secretary, Business Office
Nancy MacNaughton	Secretary, Placement Office and Integration Department
Margaret Philson	Clerk, Registrar's Office and Personnel Office

Office Staff Appointments (continued)

Morris Seibert
Ethel L. Blodgett

Veterans Counselor
Dietician

Faculty Resignations as of June 30, 1948 unless otherwise noted

Irvin H. Brune
Margaret G. Cook
Paul V. Combs
Catherine M. Faley (Mrs.)

Howard F. Fehr
Paul Glass
Mary Jane Hungerford

Dorothy S. Lehmkuhl (Mrs.)
Ethel F. Littlefield - Retirement
Viola Moore (Mrs.)
Helene S. Ross (Mrs.)
Jessie Turk
Oscar W. Wiegand
Harry C. Wasasier
Frederic C. Werle
Stanley J. Wnek, Jr.

Asst. Professor, Mathematics
Librarian and Instructor, English
Substitute Instructor, English
Instructor, Integration and Supervisor
of Student Teaching
Professor, Mathematics
Part-Time Instructor, Music
Asst. Professor, Physical Education for
Women
Instructor, Science
Associate Professor, Languages
Part-time asst. instructor, Music
Instructor, Art
Instructor, Social Studies - Geography
Supervisor of Student Teaching
Instructor, Social Studies
Instructor, Music
Asst. Instructor - Coach, Physical Education

Office Staff Resignations

Lucy Brown
Jean Dillon
Wanda Kalinoski
Gloria V. Papalia
Vivian T. Pareti
Margaret Philson

Resident Alumni Secretary
Switchboard Operator
Secretary, Registrar's Office
Secretary, Registrar's Office
Assistant to Dean of Women
Clerk, Registrar's and Personnel Office

DATA ON ENROLLMENT

Table I - Enrollment in Freshman, Sophomore, Junior, and Senior Classes by Men and Women for the Five Year Period Beginning February 1, 1944 and Ending February 1, 1948.

<u>Class</u>	<u>1943-1944</u>	<u>1944-1945</u>	<u>1945-1946</u>	<u>1946-1947</u>	<u>1947-1948</u>
FRESHMEN					
Men	23	39	105	243	194
Women	186	190	194	179	173
Total	209	229	299	422	367
% of Grand Total	37%	35%	35%	34%	27%
SOPHOMORES					
Men	18	14	32	137	250
Women	161	176	180	194	162
Total	179	190	212	331	412
% of Grand Total	32%	29%	24%	27%	30%
JUNIORS					
Men	3	4	47	100	159
Women	62	125	164	161	178
Total	65	129	211	261	337
% of Grand Total	12%	19%	24%	21%	25%
SENIORS					
Men	5	9	13	76	88
Women	103	106	126	151	163
Total	108	115	139	227	251
% of Grand Total	19%	17%	16%	18%	18%
GRAND TOTAL	561	663	861	1241	1367

TABLE 1

Table 1 is presented to illustrate the results of the analysis of variance for the data obtained from the four different groups of subjects. The data are presented in the form of a 4x4 matrix, with the rows representing the different groups of subjects and the columns representing the different variables. The data are presented in the form of a 4x4 matrix, with the rows representing the different groups of subjects and the columns representing the different variables. The data are presented in the form of a 4x4 matrix, with the rows representing the different groups of subjects and the columns representing the different variables.

Group	Variable 1	Variable 2	Variable 3	Variable 4
Group 1	1.00	1.00	1.00	1.00
Group 2	1.00	1.00	1.00	1.00
Group 3	1.00	1.00	1.00	1.00
Group 4	1.00	1.00	1.00	1.00

Table II - Enrollment by Counties for the Period from February 1, 1944 to February 1, 1948.

County	1943-1944			1944-1945			1945-1946			1946-1947			1947-1948			County Totals	% of G.T.
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T		
Atlantic	-	2	2	-	3	3	1	6	7	4	6	10	4	10	14	36	.7
Bergen	2	65	67	6	74	80	27	84	111	79	85	164	94	90	184	606	12.9
Burlington	-	2	2	-	2	2	-	3	3	-	3	3	1	1	2	12	.2
Camden	-	5	5	-	4	4	2	4	6	9	6	15	8	9	17	47	1.0
Cape May	-	1	1	-	-	-	-	-	-	2	2	4	3	1	4	9	0.2
Cumberland	-	6	6	-	8	8	1	7	8	2	11	13	3	10	13	48	1.0
Essex	25	197	222	26	229	255	92	245	337	217	241	458	280	242	522	1794	38.2
Gloucester	-	2	2	-	-	-	1	1	2	1	1	2	1	2	3	9	0.2
Hudson	8	51	59	15	59	74	19	70	89	57	80	137	75	75	150	509	10.8
Hunterdon	-	-	-	-	1	1	-	1	1	1	1	2	2	2	4	8	0.1
Mercer	-	1	1	-	1	1	-	3	3	-	2	2	-	3	3	10	0.2
Middlesex	-	7	7	-	6	6	2	7	9	11	14	25	12	11	23	70	1.5
Monomouth	1	10	11	1	12	13	1	18	19	5	23	28	6	23	29	100	2.1
Morris	1	9	10	1	11	12	3	22	25	14	32	46	24	31	55	148	3.1
Ocean	-	5	5	-	2	2	-	2	2	-	6	6	2	6	8	23	0.5
Passaic	11	97	108	15	122	137	39	125	164	98	114	212	108	96	204	825	17.5
Salem	-	1	1	-	1	1	-	-	-	1	-	1	1	-	1	4	0.1
Somerset	-	3	3	-	7	7	1	9	10	3	12	15	8	11	19	54	1.1
Sussex	-	6	6	-	8	8	1	10	11	6	6	12	5	6	11	43	1.0
Union	1	40	41	2	41	43	5	41	46	31	42	73	46	39	85	288	6.1
Warren	-	2	2	-	4	4	-	5	5	2	6	8	3	7	10	29	0.6
Out-of-State	-	-	-	-	2	2	2	1	3	4	1	5	5	1	6	16	0.3
TOTALS	49	512	561	66	597	663	197	664	861	547	694	1241	691	676	1367	4693	99.4%
% Decrease or Increase	-4%			18.2%			29.9%			44.1%			10.1%				

Table III - Number of Freshmen Admitted over Five Year Period

<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1943-1944	33 (Jan. - 5 May & Sept. - 28)	211 (Jan. - 39 May & Sept. - 172)	244
1944-1945	39 (Jan. - 11 May & Sept. - 28)	224 (Jan. - 27 May & Sept. - 197)	263
1945-1946	110 (Jan. - 70 May & Sept. - 40)	226 (Jan. - 15 May & Sept. - 211)	336
1946-1947	270 (Jan. - 67 June & Sept. - 203)	183 (Jan. - 16 June & Sept. - 167)	453
1947-1948	189 (Jan. - 32 June & Sept. - 157)	171 (Jan. - 15 Sept. - 156)	360

Table IV - Students Admitted on Advanced Standing over Five Year Period

<u>Year</u>	<u>Seniors</u>	<u>Juniors</u>	<u>Sophomores</u>	<u>Freshmen</u>	<u>Total</u>
1943-1944	4	34	12	2	52
1944-1945	1	10	17	-	28
1945-1946	15	60	55	-	130 (Includes 43 former MSTC students ret'd from war.)
1946-1947	13	27	67	6	113 (Includes 18 for- mer MSTC stud.)
1947-1948	7	30	67	3	107 (Includes 23 for- mer MSTC stud.)
TOTAL	40	161	218	11	430

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1943-44		1944-45		1945-46		1946-47		1947-48		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Financial	-	4	1	9	2	1	9	5	23	10	35	29	64
Health	1	5	-	3	2	4	5	2	11	13	19	27	46
Not Given	2	-	2	5	-	1	-	-	-	-	4	6	10
Transfer to other School	2	16	1	9	-	3	9	6	11	9	23	43	66
Married	-	1	-	5	-	-	-	4	-	1	-	11	11
Family Reasons	-	7	-	7	1	3	-	-	-	-	1	17	18
Dropped	1	2	1	4	2	2	1	9	17	10	22	27	49
Not Interested in Teaching	1	8	-	7	2	11	3	18	16	9	22	53	75
Moved from State	2	3	-	-	-	1	-	-	-	-	2	4	6
U. S. Military Service	24	4	15	3	11	-	1	-	4	-	55	7	62
Death	-	-	-	-	-	-	-	-	1	-	1	-	1
Homesickness	-	1	-	-	-	-	-	-	-	-	-	1	1
Employment	8	7	-	-	3	1	-	-	-	-	11	8	19
Total by M & W	41	58	20	52	23	27	28	44	83	52	195	233	428
GRAND TOTAL	99		72		50		72		135		428		

Table VI Student Enrollment by Majors

	<u>1943-44</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
Business Education	55	47	109	209	271
English	154	188	187	214	245
Languages	75	86	112	129	138
Mathematics	95	110	126	185	184
Science	53	66	89	156	144
Social Studies	129	162	215	307	329
Music	--	4	23	41	56
TOTALS	561	663	861	1241	1367

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

Year	<u>1943-44</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
Totals	561	663	861	1241	1367
	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>
Business Education	10%	7%	12%	17%	20%
English	28%	28%	22%	17%	18%
Languages	13%	13%	13%	10%	10%
Mathematics	17%	16%	14%	15%	13%
Science	9%	10%	10%	13%	11%
Social Studies	23%	24%	25%	25%	24%
Music	--	.6%	3%	3%	4%

Table VI - Comparison of Total Number of Fishes Caught in 1950 and 1951

Year	1950-51	1951-52	1952-53	1953-54
Atlantic Salmon	27	47	23	27
Trout	161	162	161	161
Brook Trout	72	80	112	110
Whitefish	72	110	110	110
Salmon	72	80	80	80
Local Fishes	110	110	110	110
Wet	--	1	23	23
Total	382	382	382	382

Table VII - Comparison of Total Number of Fishes Caught in 1950 and 1951

Year	1950-51	1951-52	1952-53	1953-54
Atlantic Salmon	161	161	161	161
Trout	161	161	161	161
Brook Trout	161	161	161	161
Whitefish	161	161	161	161
Salmon	161	161	161	161
Local Fishes	161	161	161	161
Wet	--	1	23	23

Table VIII - Analysis of Enrollment by Curricula for the Year 1947-1948

DEPARTMENT	YEAR IN COLLEGE				TOTAL	SEX	
	1st	2nd	3rd	4th		M	W
Business Education	74	87	71	39	271	191	80
English	67	66	62	50	245	72	173
Languages	51	39	25	23	138	27	111
Mathematics	47	51	55	31	184	85	99
Science	31	43	35	35	144	85	59
Social Studies	76	104	78	71	329	196	133
Music	21	22	11	2	56	35	21
Totals	367	412	337	251	1367	691	676

Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

YEAR	NUMBER OF MATRICULANTS	NUMBER RECEIVING A.M. DEGREE
1943-1944	369	21
1944-1945	357	25
1945-1946	444	67
1946-1947	533	90
1947-1948	541	87

Table X - Classification of Candidates for the Master's Degree by Majors

<u>Department</u>	<u>March, 1947</u>
Integration	
Administration and Supervision	155
Personnel and Guidance	95
English	84
Languages	8
Mathematics	47
Science	30
Social Studies	122
TOTAL	541

TABLE 1 - Distribution of population by sex and age

Age	Sex	Population			
		1947	1952	1957	1962
0-4	Male	120	130	140	150
0-4	Female	110	120	130	140
5-9	Male	110	120	130	140
5-9	Female	100	110	120	130
10-14	Male	100	110	120	130
10-14	Female	90	100	110	120
15-19	Male	90	100	110	120
15-19	Female	80	90	100	110
20-24	Male	80	90	100	110
20-24	Female	70	80	90	100
25-29	Male	70	80	90	100
25-29	Female	60	70	80	90
30-34	Male	60	70	80	90
30-34	Female	50	60	70	80
35-39	Male	50	60	70	80
35-39	Female	40	50	60	70
40-44	Male	40	50	60	70
40-44	Female	30	40	50	60
45-49	Male	30	40	50	60
45-49	Female	20	30	40	50
50-54	Male	20	30	40	50
50-54	Female	10	20	30	40
55-59	Male	10	20	30	40
55-59	Female	5	10	20	30
60-64	Male	5	10	20	30
60-64	Female	5	10	20	30
65-69	Male	5	10	20	30
65-69	Female	5	10	20	30
70-74	Male	5	10	20	30
70-74	Female	5	10	20	30
75-79	Male	5	10	20	30
75-79	Female	5	10	20	30
80-84	Male	5	10	20	30
80-84	Female	5	10	20	30
85-89	Male	5	10	20	30
85-89	Female	5	10	20	30
90-94	Male	5	10	20	30
90-94	Female	5	10	20	30
95-99	Male	5	10	20	30
95-99	Female	5	10	20	30
100+	Male	5	10	20	30
100+	Female	5	10	20	30

TABLE 2 - Distribution of population by sex and age, 1947-1962

Age	Sex	1947	1952	1957	1962
0-4	Male	120	130	140	150
0-4	Female	110	120	130	140
5-9	Male	110	120	130	140
5-9	Female	100	110	120	130
10-14	Male	100	110	120	130
10-14	Female	90	100	110	120
15-19	Male	90	100	110	120
15-19	Female	80	90	100	110
20-24	Male	80	90	100	110
20-24	Female	70	80	90	100
25-29	Male	70	80	90	100
25-29	Female	60	70	80	90
30-34	Male	60	70	80	90
30-34	Female	50	60	70	80
35-39	Male	50	60	70	80
35-39	Female	40	50	60	70
40-44	Male	40	50	60	70
40-44	Female	30	40	50	60
45-49	Male	30	40	50	60
45-49	Female	20	30	40	50
50-54	Male	20	30	40	50
50-54	Female	10	20	30	40
55-59	Male	10	20	30	40
55-59	Female	5	10	20	30
60-64	Male	5	10	20	30
60-64	Female	5	10	20	30
65-69	Male	5	10	20	30
65-69	Female	5	10	20	30
70-74	Male	5	10	20	30
70-74	Female	5	10	20	30
75-79	Male	5	10	20	30
75-79	Female	5	10	20	30
80-84	Male	5	10	20	30
80-84	Female	5	10	20	30
85-89	Male	5	10	20	30
85-89	Female	5	10	20	30
90-94	Male	5	10	20	30
90-94	Female	5	10	20	30
95-99	Male	5	10	20	30
95-99	Female	5	10	20	30
100+	Male	5	10	20	30
100+	Female	5	10	20	30

TABLE 3 - Distribution of population by sex and age, 1947-1962

Age	Sex	1947	1952	1957	1962
0-4	Male	120	130	140	150
0-4	Female	110	120	130	140
5-9	Male	110	120	130	140
5-9	Female	100	110	120	130
10-14	Male	100	110	120	130
10-14	Female	90	100	110	120
15-19	Male	90	100	110	120
15-19	Female	80	90	100	110
20-24	Male	80	90	100	110
20-24	Female	70	80	90	100
25-29	Male	70	80	90	100
25-29	Female	60	70	80	90
30-34	Male	60	70	80	90
30-34	Female	50	60	70	80
35-39	Male	50	60	70	80
35-39	Female	40	50	60	70
40-44	Male	40	50	60	70
40-44	Female	30	40	50	60
45-49	Male	30	40	50	60
45-49	Female	20	30	40	50
50-54	Male	20	30	40	50
50-54	Female	10	20	30	40
55-59	Male	10	20	30	40
55-59	Female	5	10	20	30
60-64	Male	5	10	20	30
60-64	Female	5	10	20	30
65-69	Male	5	10	20	30
65-69	Female	5	10	20	30
70-74	Male	5	10	20	30
70-74	Female	5	10	20	30
75-79	Male	5	10	20	30
75-79	Female	5	10	20	30
80-84	Male	5	10	20	30
80-84	Female	5	10	20	30
85-89	Male	5	10	20	30
85-89	Female	5	10	20	30
90-94	Male	5	10	20	30
90-94	Female	5	10	20	30
95-99	Male	5	10	20	30
95-99	Female	5	10	20	30
100+	Male	5	10	20	30
100+	Female	5	10	20	30

Table XI - Distribution of Graduates Including June and August Graduations

For Secondary Teachers		Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
Major	Degree	Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	5	—	28	6	33	6
Business Education	A.B.	10	30	—	—	10	30
English	A.B.	9	43	—	—	9	43
	A.M.	—	—	3	5	3	5
Foreign Languages	A.B.	4	18	—	—	4	18
	A.M.	—	—	—	3	—	3
Mathematics	A.B.	15	21	—	—	15	21
	A.M.	—	—	5	2	5	2
Music	A.B.	2	1	—	—	2	1
Science	A.B.	17	16	—	—	17	16
	A.M.	—	—	3	1	3	1
Social Studies	A.B.	37	41	—	3	37	44
	A.M.	—	—	5	4	5	4
Personnel & Guidance	A.M.	—	—	5	12	5	12
TOTALS		99	170	49	36	148	206
Graduate Curricula						54	33

Table XII - Part-Time, Extension, and Summer Session

Part-Time and Extension Statistics

<u>Year</u>	<u>No. of Courses Offered</u>	<u>No. of Courses Given</u>	<u>Total No. Students</u>	<u>Total Number Registrations</u>	<u>Average No. Courses Taken Per Student</u>	<u>Average Number Registrations Per Course</u>
1941						
Fall	47	43	532	788	1.5	18.2
1942						
Spring	52	33	349	447	1.3	13.5
1942						
Fall	35	23	311	453	1.4	19.9
1943						
Spring	39	25	369	457	1.2	18.2
1943						
Fall	30	20	214	320	1.5	16.0
1944						
Spring	27	25	225	309	1.4	12.3
1944						
Fall	32	25	220	318	1.4	12.7
1945						
Spring	36	29	254	375	1.4	12.9
1945						
Fall	34	26	305	525	1.7	20.1
1946						
Spring	37	29	386	760	1.9	26.2
1946						
Fall	41	32	409	749	1.8	23.4
1947						
Spring	36	30	424	685	1.6	22.8
1947						
Fall	39	36	488	822	1.6	22.8
1948						
Spring	34	30	415	777	1.8	25.9

Summer Session Statistics

Summer of						
1942	103	84	248	655	2.6	7.7
1943	95	78	182	470	2.6	6.0
1944	82	60	239	478	2.0	7.9
1945	64	59	207	488	2.3	8.2
1946	78	77	444	1180	2.6	15.3
1947	65	56	430	1063	2.4	19.
1948	60	59	444	1096	2.4	18.5

Post-Tensioning and Stressing Data

Year	Post-Tensioning Stressing	Post-Tensioning Stressing	Post-Tensioning Stressing	Post-Tensioning Stressing	Post-Tensioning Stressing
1961	100	100	100	100	100
1962	100	100	100	100	100
1963	100	100	100	100	100
1964	100	100	100	100	100
1965	100	100	100	100	100
1966	100	100	100	100	100
1967	100	100	100	100	100
1968	100	100	100	100	100
1969	100	100	100	100	100
1970	100	100	100	100	100
1971	100	100	100	100	100
1972	100	100	100	100	100
1973	100	100	100	100	100
1974	100	100	100	100	100
1975	100	100	100	100	100
1976	100	100	100	100	100
1977	100	100	100	100	100
1978	100	100	100	100	100
1979	100	100	100	100	100
1980	100	100	100	100	100
1981	100	100	100	100	100
1982	100	100	100	100	100
1983	100	100	100	100	100
1984	100	100	100	100	100
1985	100	100	100	100	100
1986	100	100	100	100	100
1987	100	100	100	100	100
1988	100	100	100	100	100
1989	100	100	100	100	100
1990	100	100	100	100	100
1991	100	100	100	100	100
1992	100	100	100	100	100
1993	100	100	100	100	100
1994	100	100	100	100	100
1995	100	100	100	100	100
1996	100	100	100	100	100
1997	100	100	100	100	100
1998	100	100	100	100	100
1999	100	100	100	100	100
2000	100	100	100	100	100
2001	100	100	100	100	100
2002	100	100	100	100	100
2003	100	100	100	100	100
2004	100	100	100	100	100
2005	100	100	100	100	100
2006	100	100	100	100	100
2007	100	100	100	100	100
2008	100	100	100	100	100
2009	100	100	100	100	100
2010	100	100	100	100	100
2011	100	100	100	100	100
2012	100	100	100	100	100
2013	100	100	100	100	100
2014	100	100	100	100	100
2015	100	100	100	100	100
2016	100	100	100	100	100
2017	100	100	100	100	100
2018	100	100	100	100	100
2019	100	100	100	100	100
2020	100	100	100	100	100

Table XIII - Summary of Enrollment Data

<u>Instructional Division</u>	<u>1943-44</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>
Regular Undergraduate	561	663	861	1241	1367
Regular Full-time Graduate	--	--	2	27	28
Summer Session	239	207	444	420	444
Part-Time and Extension	439	474	691	833	903
College High School	<u>175</u>	<u>171</u>	<u>170</u>	<u>170</u>	<u>178</u>
Totals	1414	1515	2168	2701	2920

The above figures include duplicates.

The total enrollment of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	<u>1,028</u>
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1948 were as follows:

Graduates with A.B. degrees	3197
Graduates with A.M. degrees	737
Withdrawals	<u>1243</u>
Total	5177

Respectfully submitted,

H. A. Sprague
President

Table III - Summary of Expenditures

Expenditure	1947	1948	1949	1950	1951
Salaries and Wages	1,000	1,100	1,200	1,300	1,400
Travel	50	60	70	80	90
Postage	20	25	30	35	40
Telephone	10	15	20	25	30
Supplies	100	120	140	160	180
Repairs	50	60	70	80	90
Interest	100	110	120	130	140
Total	1,330	1,580	1,760	1,940	2,120

The above figures include interest.

The total expenditure of the State Government from 1947 to 1951 is approximately as follows:

Expenditure 1947
Expenditure 1948
Total 1947-1951

Expenditure and interest from the State Government from 1947 to 1951 is as follows:

Expenditure with interest 1947
Expenditure with interest 1948
Total 1947-1951

Expenditure including interest

to the Government
Expenditure

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ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1947--1948

Introduction

The past academic year was the first the writer has spent as Dean of Instruction at the Montclair State Teachers College. From a personal viewpoint it has been a most interesting and profitable experience.

In spite of the limited facilities and the crowded conditions the teaching staff has cooperated to a remarkable degree. Only with such cooperation could the schedule of classes have operated as smoothly. On the other hand the administrative head of the college has been most helpful in the solution of various problems which have arisen.

The prospects for the coming year look good indeed, especially if the much-needed physical facilities grow into reality.

THE GRADUATE DIVISION

The Graduate Division of the Montclair State Teachers College has grown to such a proportion as to require a considerable amount of administrative time in order to do justice to the guidance and direction of the graduate students who are seeking professional growth at this college.

With an increasing number of communities requiring the higher degree as one of the criteria for progress on the local salary scales, an increasing number of experienced teachers, a number of our recent graduates from the college, and veterans who are desirous of continuing their education are seeking work on the graduate level with the view to achieving the Master's degree.

The administrative problem in dealing with these graduate students has now reached the stage where if the students are to receive the type of guidance to which they are entitled, some staff time on the part of a competent individual is necessary in order to keep this work on a highly professional level.

It is only to be expected in an institution which graduated 55 students with the A. M. degree in June and which expects to graduate approximately 35 students with the A. M. degree in August that very serious thought and work will be needed in order to keep this graduate program from being a mere extension of courses on the undergraduate level.

In an attempt to meet the problem described above a Graduate Committee has been formed at the Montclair State Teachers

EDUCATION

The first session of the year was held from September 1 to October 1, 1901. The number of students enrolled was 1,200, and the number of graduates was 150. The total amount of tuition received was \$12,000, and the total amount of other income was \$3,000.

In view of the fact that the year 1901-1902 was a year of unusual prosperity, the Board of Trustees has decided to increase the amount of the annual appropriation for the year 1902-1903 to \$15,000, and to increase the amount of the annual appropriation for the year 1903-1904 to \$18,000.

The Board of Trustees has also decided to increase the amount of the annual appropriation for the year 1904-1905 to \$20,000, and to increase the amount of the annual appropriation for the year 1905-1906 to \$22,000.

THE BOARD OF TRUSTEES

The Board of Trustees is composed of the following members: The President, the Vice-President, the Secretary, the Treasurer, and the members of the Board of Trustees. The Board of Trustees is responsible for the management of the affairs of the University, and for the appointment and removal of the officers and faculty.

The Board of Trustees has the honor to acknowledge the receipt of the report of the President and the members of the Board of Trustees for the year 1901-1902. The report is a most interesting and valuable one, and it is a pleasure to find that the University has made such progress during the year.

The Board of Trustees has also the honor to acknowledge the receipt of the report of the President and the members of the Board of Trustees for the year 1902-1903. The report is a most interesting and valuable one, and it is a pleasure to find that the University has made such progress during the year.

It is only to be expected that the University should make such progress during the year. The Board of Trustees has the honor to acknowledge the receipt of the report of the President and the members of the Board of Trustees for the year 1903-1904. The report is a most interesting and valuable one, and it is a pleasure to find that the University has made such progress during the year.

The Board of Trustees has also the honor to acknowledge the receipt of the report of the President and the members of the Board of Trustees for the year 1904-1905. The report is a most interesting and valuable one, and it is a pleasure to find that the University has made such progress during the year.

Report of the Dean of Instruction - page 2

College. The membership of this committee includes a representative from all of the departments offering graduate work, and the committee has been organized under the chairmanship of Dr. Otis C. Ingebritsen. Time will be allotted on Dr. Ingebritsen's teaching schedule to the extent of four semester-hours for the fall semester so that the whole Graduate Division can receive the attention it fully deserves.

In the formation of this Graduate Committee it has been necessary to give careful consideration, first, to the personnel of this committee and, secondly, to a statement of the functions of the committee and its relationship to the general college administration. At the present writing the functions of the Graduate Committee are entirely on a policy-making level. The committee has met quite regularly to discuss general recommendations about the improvement of the graduate offerings and better counseling of graduate students. The activities of the Graduate Committee will be developed through experience and on the basis of needs which arise from time to time.

A. Certification of Students from Other Colleges

An increasing number of Part-Time and special students at the college are pursuing programs which will enable them to meet State certification requirements. In dealing with this growing group of students it has been necessary to clarify the procedures which they follow and to prepare mimeographed instructions which will reduce the chances for misunderstandings and the amount of wasted motion. These new procedures have been developed in cooperation with the Integration Department.

B. Special Matriculation Procedures

Because of the increased number of students and especially because of the veterans who are operating on an accelerated schedule, it has become necessary to recognize the possibility that some students will want to work for graduate credits after they have completed practically all of their undergraduate work, but due to peculiarities in course offerings or the student teaching experience, they have not actually had the degree conferred. Each of these cases is treated as a special case, and a special committee for that purpose was organized before the Graduate Committee as such was set up. With the organization of the Graduate Committee the functions of this special committee were merged in the Graduate Committee which will handle all such matters in the future.

C. The Graduate Bulletin

The Graduate Bulletin, which was last printed in 1946, was revised this year, and the copy was sent to the printer early in July. A considerable number of changes have been instituted in the Graduate Bulletin in order to bring the information up-to-date and thereby to clarify procedures whereby these students meet the requirements for the A. M. degree.

Report of the Dean of Instruction - page 3

D. Changes in Graduate Requirements

Among others the following changes which have been made with regard to the requirements for graduate students have a definite effect upon the matriculation procedure and the courses to be taken:

1. In accordance with the State Board ruling of March 1947 graduate students who are not graduates of this college may not transfer graduate credits from other institutions toward the A. M. degree at Montclair.
2. Graduate students need no longer have special permission for taking six points of graduate work while also carrying a full-time teaching load. If they expect to take more than six credits, they need the written approval of the Dean of Instruction.

E. Graduate Work in the Department of Business Education

The State Board of Education has approved the inauguration of a course of study in the Department of Business Education leading toward the A. M. degree in that field. Tentative proposals for the requirements for this degree have been developed in conjunction with the Acting Head of the Business Education Department, and these have been discussed with Dr. Morrison. The curriculum has been presented to the State Board, and approval has been given.

F. Personal Follow-up of Graduate Students

Throughout the late spring and summer of 1948 a systematic follow-up has been made of graduate students who have not taken work at the college in recent years, those with applications for matriculation in the Graduate Division which are pending, and students who have taken work in our Part-Time Division without making formal application for matriculation in order either to reactivate their interest or to matriculate them officially in our Graduate Division. Personal letters have been written to these students, and the results have indicated the value of this procedure because we have thereby reactivated a considerable number of either pending or lapsed cases. In the long run this will result in an increased number of students taking work in our Graduate Division.

A. M. Degree Candidates
Matriculations Reinstated

July - August 1948

Administration & Supervision	15
Social Studies	11
Personnel and Guidance	8
English	7
Science	2
Mathematics	1
TOTAL	<u>44</u>

Figure 1. The map of the study area.

Figure 2. The map of the study area.

The study area is located in the north-eastern part of the country. It is a coastal area with a large number of islands and a complex coastline. The area is characterized by a high degree of biodiversity and a rich cultural heritage.

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Figure 3. The map of the study area.

Figure 4. The map of the study area.

Figure 5. The map of the study area.



Report of the Dean of Instruction - page 4

G. Graduate Division Matriculation Statistics for the Year
1947 - 1948Numbers Matriculated by Departments

	<u>Sept. 1947</u> <u>April 1948</u>	<u>May 1948</u> <u>August 1948</u>	<u>Total</u>
Administration & Supervision	26	26	52
Personnel & Guidance	19	16	35
Social Studies	8	16	24
English	4	9	13
Mathematics	5	6	11
Science		14	14
Language	<u>1</u>	<u>2</u>	<u>3</u>
	63	89	152

H. Recommendations

There is little question but that the graduate work at Montclair is growing and will continue to grow in both quantity, and it should develop in quality as well. There are certain handicaps in the lack of physical facilities and the lack of finances in order to assure the offerings of needed courses, but the number of matriculants for our higher degree is steadily increasing as a result of the personal follow-up procedure which has been carried on through the Dean's Office. Thus, a definite trend has been established.

The following recommendations appear to be pertinent in reference to the graduate program:

1. There should be established an office for the Graduate Division in which the records of the graduate students can be kept and in which the Chairman of the Graduate Committee can maintain a file of information and can meet with graduate students at certain designated hours in order to give them the personal counseling to which they are entitled.

2. There should be established certain specific office hours during the day which would be convenient to graduate students who are also teaching full-time.

3. Recognition should be given to the definite need for secretarial help to assist in the Graduate Division so that the kind of personal follow-up that has been carried on through the Dean's Office can be continued and enlarged upon.

4. The newly formed Graduate Committee should meet regularly and make a thorough-going study of our graduate offerings with a view toward improving the level of instruction and a consideration of the type of professional work to be expected from our graduate students.

THE COLLEGE CURRICULUM

A. Curriculum Revision

Due to the fact that the college catalog was to be reprinted this year for the coming two years, it was necessary to bring up-to-date certain statements about course offerings, departmental requirements, and statements concerning college policy. These will appear in the new catalog when it comes off the press. Briefly, these changes include the following:

1. Changes in Departmental Requirements

- A. Art - no changes
- B. Business Education - Three courses, Business Education 407A, Consumer Education I; Business Education 410A and Business Education 410B, Cost Accounting; were made compulsory.
- C. English - no changes
- D. Geography - no changes
- E. Integration - no changes
- F. Languages - no changes
- G. Mathematics - no changes
- H. Music - A major revision of the music curriculum was made, and the course requirement for the music major was increased to 54 semester-hours.
- I. Physical Education and Health Education - A major revision was made in the course requirements in this department, and for the first time specific statements were made as to which courses would be required in certain specific areas in order to complete minor requirements.
- J. Science - no changes
- K. Social Studies - Social Studies 471, The United States since World War I, is now required in place of Social Studies 402B, Comparative Government.

B. Courses in Elementary Education

There was evidence of an increased interest in the courses in elementary education given by Mrs. Salt, who taught eleven semester-hours in this field here during the spring and seven semester-hours during the summer. An additional course, Integration 473, Teaching the Elementary School Language Arts, was given to meet the requirement in principles and practices.

C. Terminal Examination Procedure

For some time the feasibility of having a terminal examination procedure at the college has been under discussion. However, the plan was never put into operation because of a feeling that it was not desirable to have students' grades depend too heavily upon the marks received on final examinations. It has not been the policy of the college to stress final examinations to this extent. However, terminal

Report of the Dean of Instruction - page 6

examinations have been given regularly in most courses at the college; and since they usually have been given during the final week of classes, there has been a tendency for these examinations to become bunched on certain days and for both staff members and students to be crowded in the final days of the semester.

In an endeavor to alleviate this situation a terminal examination procedure was instituted at the end of the spring semester, and the master examination schedule was developed in the Office of the Dean of Instruction. A complete description of this procedure will be found at the end of this report under Appendix A. From all outward appearances it would seem to have worked very well and to have been a definite improvement over the old procedure. However, during the fall semester a canvass will be made of the students and the faculty to determine their reactions to the terminal examination procedure plan and to help us in drawing up plans for next year.

D. Further Revision

It is inevitable that with the changing needs of society there will be further revisions of the curriculum. A number of proposals for changes are now being prepared in the various departments and will be given careful consideration.

THE GUIDANCE PROGRAM

A. The Advisory System

The problem of providing adequate personal guidance to 1400 undergraduate students is no small undertaking. In order to accomplish this with a reasonable amount of success and uniformity in the guidance program, the program has been decentralized in such a way so as to provide each student with an adviser from his own subject matter department and also to provide the faculty members with information about the students. Through the Dean's Office individual and personal counseling is given to those students in more serious need.

The guidance program at the Montclair State Teachers College has developed to such an extent that it has evidently attracted a considerable amount of attention from other colleges in the country inasmuch as we receive a number of requests for complete information about it.

Briefly, the guidance program consists of the following:

1. Each student is assigned to a faculty member within his major field of interest. Each faculty member has approximately 25 students on his guidance list. Students and faculty members alike are notified of these assignments which are made in conjunction with the various department heads.

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2. The guidance procedure is a fairly new one, and last fall a series of meetings was conducted for new faculty members at which time the whole guidance procedure was outlined as well as the marking procedure followed at the college, the college policy in regard to dismissal of students, and means of evaluating scholarship.

3. In order to make certain that the students make the desired personal contact with their guidance counselors, the marks for the fall semester were given on photostated sheets to the guidance counselors; and the students were directed to obtain their photostats from their counselors. In addition to this both the counselors and the students were furnished with outlines of the course requirements at the college, and they were instructed to prepare individual student work programs prior to registration for the spring semester.

B. The Scholarship Guidance List

In the past students who have been on the verge of failure during the mid-term have been placed on a list known as the Dean's List. It has been felt desirable to change the name of this list calling it the Scholarship Guidance List and to begin entering on the idea of a Dean's List which would encompass the names of outstanding students who are succeeding in their work.

Near the middle of the semester a request is sent out to faculty members asking them to list the names of the students in their classes who are doing no better than D work. Tabulations are made from these lists, and the Scholarship Guidance List is prepared. Each one of the students involved is then notified of his standing on this list; and if there is evidence of failure in a number of subjects or if the student is on scholarship probation, he is invited in for personal consultation in the Dean's Office at which time his record is reviewed and his definite standing in the college is outlined.

Others are advised to contact their advisers, and each adviser is furnished with a list of the students in his group who are having scholarship difficulty.

Students who are below graduation standard in their scholarship record are given special counseling through the Dean's Office. A list of these students is prepared each semester after the marks have been entered, and these students are then advised in writing of their standing and of the scholastic average which they will need to achieve. In addition to notifying the students the parents of all students who are under 21 years of age are also notified, and the students are invited to come to the Dean's Office for a personal interview.

It is obvious from the above procedure that around the middle of the semester and at the beginning and end of semester there is a considerable amount of time given over to the personal counseling of students. In many cases it is necessary to confer with the parents of the students, and to provide them with an

2. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors.

3. In order to make certain that the various departments are working in harmony and to the best advantage, the Board of Directors has organized a committee to study the various departments and to report to the Board of Directors on the results of their study.

4. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors.

In the past, the various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors.

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7. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors.

8. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors. The various departments have been organized and the work of each department has been assigned to the various divisions of the Board of Directors.

understanding of the procedure involved.

When the record is fairly clear that the student will have difficulty in achieving graduation standard and it seems advisable for the student to withdraw from the college, a personal letter is sent to the student and to the parents of students under 21 years of age, and this usually culminates in a personal conference with all parties concerned.

It is necessary during the year to check the scholarship standing of those students participating in athletic activities and other types of activities such as club officers, etc., in order to make certain that they are maintaining the required scholarship standing which will enable them to participate in these activities.

FORMALIZATION AND CLARIFICATION OF GENERAL COLLEGE PROCEDURES

A. General Policy

In the process of administering a college schedule as varied and complicated as that of the Montclair State Teachers College with the limited facilities available, it is inevitable that a certain amount of routine procedure be established and clarified with respect to all those who are involved.

During the past academic year there has been a definite attempt to prepare clear-cut statements about divisions of responsibility and definite procedures to be followed in the routine work of the college. The policy has been established of committing to writing every decision which has an influence on college procedure or on the personal records of the students of the college. A special sheet has been provided to be inserted into the student's folder on which the Dean of Instruction and the Head of the Major Department may make appropriate notes about the student's case. Wherever there have been indications of lack of understanding in regard to certain procedures, it has been the policy to have these procedures written and initialed by all those who were concerned.

Various functions of department heads have been redefined in light of needs that seemed to be evident.

The registration procedure has been revised with the cooperation of the Registrar and the Director of Personnel in such a way so to make it possible to assign students to class sections and teachers in advance and thereby to know in advance the numbers involved in individual classes. While this type of registration procedure does involve a considerable amount of effort in the Registrar's Office and on the part of the Director of Personnel before the registration actually is completed in the Business Office, it has minimized the tendency for some sections to become overcrowded

General Summary of the Year

The year 1904 has been a year of unusual activity for the Board of Directors. The Board has been called upon to consider many important questions, and has endeavored to give the most careful consideration to each of them. The Board has also been called upon to make many decisions, and has endeavored to make each of them in the best interests of the company.

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Report of the Board of Directors for 1904

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and others to be too small, it has reduced the tendency of students to trade places in classes after registration by shifting cards, and it has made it possible to plan the teaching schedules of the staff members more accurately and far in advance. It has also reduced the confusion attending the registration period and has reduced the amount of time involved after the registration has been completed which was formerly devoted to balancing sections.

In the case of irregular students there has been an attempt made to endeavor to bring them into line with the college schedule so as to reduce the amount of special exceptions which must be made.

The early registration procedure has been instituted so that the actual registration for the coming semester is held far in advance. In this way it is possible to know how many sections will be needed and also how many teachers will be needed for the coming semester.

B. Examination and Term Paper Procedure

It has become evident that because of the size of the student body and the limited facilities available coupled with overcrowded classroom situations, a special effort must be made to protect the interests of the students who wish to do conscientious work so that the marks earned in class will be a true indication of the student's effort and achievement.

In pursuit of this aim the problem has been discussed at faculty meeting, and a special committee of the faculty and the students has been formed to study the whole procedure of student examinations and term papers and to make recommendations in regard to this.

Even before the report of this committee is in, certain obvious steps have been taken to protect the files of the mimeographing room and to reduce the number of opportunities when examination questions might be available to unauthorized persons.

It has been obvious in the past academic year that a more definite plan is needed for scheduling student assemblies, departmental meetings, club meetings, and various class meetings. In order to protect the schedule of classes and in order to make these group meetings more feasible, a schedule of scheduled group activities will be instituted in the fall of 1948 on a special day and hour each week.

As was recommended in the Dean's Annual Report of 1946-47, mimeographing was removed from the Dean's Office and placed under a full-time person in the office of the Director of Personnel.

SUMMER SCHOOL AND PART-TIME AND EXTENSION DIVISION

In planning for the summer school offerings for the summer

Report of the Dean of Instruction - page 10

of 1948 a preliminary survey was made early in the fall of 1947 in order to determine the course needs of the students, and the actual summer school registration was conducted in March of 1948. On the basis of this registration the summer school schedule was completed for the undergraduate students. The course offerings for the short summer term were developed with the cooperation of the various department heads and the Part-Time and Extension Office. The catalog for the summer school which was subsequently developed and sent to the printer in December was put into the mail late in April, considerably in advance of mailings in recent years.

This year for the first time a completely new registration procedure for the summer school was set up whereby separate days were given over to actual registration prior to the first meeting of the class. In this way class enrollments were known on the first day that classes met, and this year with the exception of two classes all had the minimum number of ten students, which is rather unusual as compared with other years.

The announcement of the Part-Time and Extension Division for 1948-1949 was sent to the printer early in May and was available for distribution in the second week of June, thus helping the part-time students to plan their courses far in advance. The new type of registration prior to the first meeting of classes will also be held in the Part-Time and Extension Division in the fall of 1948.

A. The China Institute

For the fifth consecutive summer the China Institute of New Jersey conducted its twelve day program on the campus. A considerable amount of the details involved in providing for the facilities and accommodations for this institute have been cleared through the Office of the Dean of Instruction. The most credit, however, for the outstanding success of this year's institute which had more students than ever before must go to Mrs. Frederick Hessel who worked so untiringly to make this institute a success.

THE FACULTY

A. Staff Changes

The following staff changes have taken place in the faculty membership during the academic year which have necessitated changes in teaching schedules and allocation of classes and which have involved some responsibility on the part of the Dean of Instruction in bringing to the attention of the President certain prospective candidates for various openings:

Mr. Pettegrove returned from abroad for the academic year of 1948-49, and, therefore, Mr. Combs' services in the English Department will no longer be required.

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Dr. Fehr resigned in the Mathematics Department to go to Columbia University, and he is being replaced by Mr. Thomas Humphries.

Dr. Brune resigned in the Mathematics Department to go to another teachers college.

Miss Littlefield reached retirement this year and will be replaced by Miss Mathilda Knecht in the Language Department.

In the Music Department Mr. Glass, Mr. Moore, and Mr. Werle resigned. Mr. John Craft is coming full-time next year.

Mrs. Paley and Mr. Wie and who were brought in to help carry the additional load in the Integration Department during the student teaching period of the second semester were no longer needed, but Dr. William Phipps was retained in that department for the academic year, 1948-49. Dr. Sperle was on leave of absence to go to Chile for the second semester but is expected back for the year 1948-49.

Mr. Sobel resigned as a part-time teacher in the Mathematics Department, and he is being replaced by Mr. Lawrence Campbell.

Mr. Wnek resigned as a part-time instructor in the Physical Education Department, and he has been replaced by Mr. William DiGuardi. Dr. Hungerford also resigned in this department, and her work will be carried by Miss Theo Strong and Mrs. Elizabeth Bitter.

Mr. Ulrich Neuner was engaged at the beginning of the second semester in the Business Education Department and will be continued for the academic year of 1948-49.

Mr. Frederic Young was engaged part-time in the English Department at the beginning of the second semester, and he will be continued in 1948-49 also adding some work in the Integration Department.

Miss Cook resigned as Librarian.

Mrs. Ross resigned in the Art Department and will be replaced by Miss Katharine Irwin.

Due to various realignments of teaching assignments the following teachers were not reengaged: Mrs. Lehmkuhl, Miss Turk, Mr. Wasasier.

B. Faculty Committees

The following new committees were formed this year: The Bond Issue Committee to promote interest in and support for the proposed bond issue for higher education, and the Committee on Term Papers and Examinations.

The Dean of Instruction is Chairman of the Faculty Committee on Committees, and early in this academic year a complete study was made of existing faculty committees, and recommendations as to new membership

Annual Report of the Dean of Instruction - page 12

were made to the faculty at faculty meeting.

C. Study of Faculty Marking

A study of the faculty marking procedure was made by the Office of the Dean of Instruction, and the results were distributed to the faculty. This is attached under Appendix B.

STUDENT ACTIVITIES

A. Student Awards

A number of student awards were made during the past year, and the mechanics involved in selecting the recipients of these awards were cleared through the Office of the Dean of Instruction. These awards included: The John F. McDowell award to the outstanding student citizen of the senior class; the American Association of University Women's award to the outstanding woman student citizen from the graduating class; and the testimonials to the students qualifying for inclusion in the listing of Who's Who in American Universities.

In the case of all of these awards it was necessary to work through faculty-student committees and through the S. C. A. organization and to take personal ballots for tabulations.

B. Assembly Programs

Due to the inadequate facilities for student assemblies for other than fair weather, the operation of a well-rounded program of assemblies is extremely difficult. Throughout the year the Dean's Office is called upon to complete many special arrangements in order to set up an assembly such as having bleachers moved, chairs brought in, and amplification set up. Naturally, our limitations in regard to facilities often cause objections to arise on the part of the instructors whose classes are thereby upset when we attempt to have any type of an assembly program. However, in spite of these difficulties a number of outstanding lectures, entertainment programs, and wholesome student assemblies have been organized and conducted including original presentations by the students, a one-act play by several faculty members, and assemblies by the various musical organizations.

C. The War Memorial Fund

A considerable amount of interest has developed this year on the part of the students and the faculty in promoting the War Memorial Fund. In conjunction with various departments the Dean's Office has assisted in the presentation of the War Memorial Concert and of the Three-Cornered Hat, presented by the Spanish Department. There has been a considerable amount of activity, and material additions have been made to the War Memorial Fund.

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D. Advising the S. G. A.

The Dean of Instruction is the official adviser of the S. G. A., of the senior yearbook, and this year he was elected adviser of the senior class. In the process of carrying out these duties it was necessary to meet with the S. G. A. at their regular meetings and to meet with the S. G. A. officers, the senior class officers, and with the editorial staff of the yearbook.

PERSONAL ACTIVITIES

In addition to the regular duties surrounding the Office of the Dean of Instruction it is necessary to maintain a number of personal relationships which add to the opportunity for experience and service. Some of the more pertinent of these relationships are outlined below.

A. Youth Agencies

The Dean of Instruction has been appointed to serve in the following capacities:

1. Visual Education Committee, Girl Scouts National Organization
2. Chairman, Camping Committee, National Council of Camp Fire Girls
3. Consultant in Visual Education, National Council, Boy Scouts of America

B. Speaking Engagements

A number of speaking engagements were covered during the year, among them were the following:

1. PTA organizations
2. Parent Study Groups
3. Southeastern Section, American Camping Association, Asheville, North Carolina
4. Private Camp Association, New York City, N. Y.

C. Offices in Associations, etc.

1. Vice-President, New Jersey Recreation Teachers Association
2. Member, Advisory Board, Recreation Department, Town of Montclair

D. Publications

Besides a number of articles prepared for professional

1. Financial Statement

The Board of Directors of the United States National Bank, in its annual report, has the honor to submit to the stockholders a statement of the financial condition of the bank for the year ending December 31, 1911. The statement is prepared in accordance with the provisions of the National Bank Act, and is subject to the audit of the Comptroller of the Currency.

2. General Information

The United States National Bank was organized under the laws of the State of New York, and is a member of the Federal Reserve System. The bank is authorized to do a full banking business, and is licensed to receive deposits from individuals and corporations.

3. Assets

The assets of the bank at the close of the year ending December 31, 1911, were as follows:

1. Cash and cash items, \$1,000,000.00

2. United States bonds, \$5,000,000.00

3. Securities in New York, \$10,000,000.00

4. Liabilities

The liabilities of the bank at the close of the year ending December 31, 1911, were as follows:

1. The deposits, \$15,000,000.00

2. The notes, \$5,000,000.00

3. The accounts payable, \$1,000,000.00

4. The other liabilities, \$1,000,000.00

5. Profit and Loss

The profit and loss account for the year ending December 31, 1911, is as follows:

1. Net income, \$1,000,000.00

6. Conclusion

The Board of Directors of the United States National Bank, in its annual report, has the honor to submit to the stockholders a statement of the financial condition of the bank for the year ending December 31, 1911.

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magazines the Dean of Instruction has authored the following publications released during the academic year:

1. Teaching Aids to Physics, American Book Company
2. Chapter entitled - "Staff Selection and Training" appearing in The Administration of the Modern Camp, published by Association Press

GENERAL RECOMMENDATIONS

1. The duties of the Dean of Instruction should be placed on a 12 month basis. This has been recommended before, and the writer wishes to add his endorsement to the plan. The nature of the duties of this office are such that they do not coincide with the instructional duties of professors. It would be much more effective, and fair, to have the time of vacation fitted to the needs of the college.

2. A considerable amount of time could be saved in the Office of the Dean of Instruction if an adequate supply of folding chairs could be available for use in connection with assemblies and other special events.

3. Serious consideration should be given to the publication of a weekly faculty bulletin to reduce the number of special memoranda that come from the Dean's Office.

4. There are a number of areas of the college curriculum that need study. One of the most pressing of these needs has to do with experience in an actual high school situation as a background for some of the courses taken at the college. It would enrich the study of many subjects if the student could spend a week or two in a high school some time during the sophomore year. A number of Teachers Colleges now do this, and the feeling is that it is definitely worthwhile,

5. The physical facilities in the Office of the Dean of Instruction are somewhat limited when considered against the functions that are performed there. The following suggestions, if carried out, would improve the situation considerably:

A. Lighting - A considerable amount of desk work is done in the office on the part of both the Dean and the secretary. The present lighting facilities are wholly inadequate.

B. Private Conferences - The work of the Dean's Office requires a considerable number of private and confidential conferences with students, staff members, and others. At the present time the privacy needed is not readily available. An office with a separate reception room for the secretary is really required for the type of work carried on here.

CONCLUSION

In general, the past year has been most satisfactory to the writer. The college staff has cooperated in every endeavor. In spite of crowded physical facilities it has been possible to provide a relatively high standard of instruction and some special programs. However, in spite of the spirit of willingness that prevails in the staff the full measure of quality is not realized due to the meager facilities which are at our disposal.

Respectfully submitted,

E. LeAlton Partridge

E. LeAlton Partridge
Dean of Instruction

EDP:mmf

August 12, 1948

Wednesday, April 21, 1943

MEMORANDUM TO ALL FACULTY MEMBERS: TERMINAL EXAMINATIONS

At a recent meeting of the Administrative Council the heads of the departments recommended strongly that specific times be designated at the end of the semester for the administration of the examinations in the various courses. It is their feeling that the following objectives could be achieved in this way:

1. It would be possible to minimize the tendency for some students to have four and five examinations on one day on the last meeting of the course.
2. It would permit professors to taper off their class meetings at the end of the semester and have more time for marking papers and getting in their grades.
3. It would allow more time for department heads for consultation with students and other administrative problems.

It has been the tradition at Montclair not to have an examination period, and it is our desire that this tradition be continued. We believe that it is not desirable to base the final mark in the class primarily on a comprehensive final examination but that there should be periodic opportunities for taking inventory of the students' progress. For this reason we suggest that this not be called a final examination week but rather a terminal examination week and that nothing be done to cause the students to believe that it is a comprehensive final examination since, in reality, there will be only one class period given over to the test in each course.

Obviously, it would not be possible to prepare schedules that would eliminate all difficulties. While we have so many students with special programs, some of them are bound to have a bunching of their examinations regardless of how we schedule them. However, in the preparation of this schedule a very serious attempt has been made to space the major, minor, background, integration, and elective courses in such a way as to minimize bunching on any one day.

Attached herewith is a listing of recommended examination days and times according to regularly scheduled class meetings. Thus, there will not be any conflict in room numbers or staff members' time. In some cases the room numbers as indicated on the schedule may be incorrect. This is because we have followed the edition of the schedule which was published last February. Any changes subsequent to that naturally do not appear on the mimeographed form. Thus, if you find errors on the examination schedule, will you please report them to us and correct the information with your students.

The first examinations, except for seniors, will be on Wednesday, June 2. As soon as the examination has been given in the class, that class will terminate for the semester. This means that there will be a gradual tapering off of the class meetings until Wednesday, June 9, when the last examinations will be given.

Because of the short period of time that the seniors will be back for the practicum period, it seems advisable to bunch the examinations for the seniors on two days, June 3 and June 4. All senior classes will end on June 4.

Copies of this schedule will be posted on the various bulletin boards of the college, and each staff member should make announcements in his classes as to the time of the terminal examination.

Please understand that this is a suggested procedure. It does not mean that every instructor should give a terminal examination if he does not feel that it is advisable to do so. If no terminal examination is given, the class should continue to meet until June 9.

L. D. Partridge

SCHEDULE FOR TERMINAL EXAMINATIONS

Montclair State Teachers College

June 2 - June 9, 1948

Course	Instructor	Room	Date	Hour	Course	Instructor	Room	Date	Hour
ART DEPARTMENT					English Continued				
NO EXAMINATIONS SCHEDULED					Eng.200B	Mr. Fox	3	6/4	10:30
					Eng.200B	Mr. Fox	3	6/4	11:30
					Eng.200B	Miss Wood	3	6/4	12:30
					Eng.200B	Miss Wood	3	6/4	1:30
					Eng.202	Miss Dix	WA2-5	6/7	1:30
					Eng.202	Dr. Krauss	27	6/7	12:30
					Eng.202	Dr. Krauss	27	6/7	2:30
					Eng.204	Mr. Ballare	3	6/3	9:30
					Eng.208	Miss Wood	3	6/3	11:30
					Eng.301A	Miss Dix	WA2-5	6/8	2:30
					Eng.301B	Mr. Bohn	A	6/9	1:30
					Eng.302	Dr. Fulcomer	1	6/4	8:30
					Eng.302	Mr. Conrad	2	6/4	8:30
					Eng.302	Mr. Conrad	2	6/4	10:30
					Eng.322	Miss Wood	3	6/3	1:30
					Eng.404	Dr. Krauss	27	6/9	1:30
					Eng.405	Mr. Combs	3	6/8	10:30
					Eng.407	Mr. Conrad	2	6/4	1:30
					Eng.410	Miss Wood	3	6/3	8:30
					Eng.422	Mr. Hamilton	B	6/3	8:30
					Eng.443	Dr. Fulcomer	2	6/8	12:30
					Eng.447A	Mr. Bloore	5	6/3	10:30
					Eng.456	Mr. Fox	3	6/7	2:30
					Eng.457	Mr. Ballare	A	6/3	11:30
					Eng.458	Mrs. Oelen	A	6/4	1:30
BUSINESS EDUCATION DEPARTMENT					LANGUAGE DEPARTMENT				
B.E.102	Mr. Mentus	WA2-5	6/2	9:30	Lang.300	Miss Littlefield	10	6/3	10:30
B.E.102	Mr. Mentus	WA2-5	6/2	10:30	Lang.300	Miss Littlefield	10	6/3	12:30
B.E.102	Mr. Willing	WA2-4	6/2	8:30	Lang.300	Miss Littlefield	10	6/2	11:30
B.E.102	Mr. Willing	WA2-4	6/2	11:30	Lang.300	Miss Littlefield	10	6/2	1:30
B.E.202	Mrs. VanDerveer	WA2-3	6/7	8:30	Fr.102	Miss Tonone	5	6/2	9:30
B.E.202	Mr. Willing	WA2-3	6/7	1:30	Fr.202	Mrs. Cressey	9	6/7	9:30
B.E.202	Mr. Neuner	WA2-3	6/7	11:30	Fr.302	Miss Tonone	9	6/9	10:30
Eng.200A	Mrs. VanDerveer	WA2-3	6/4	9:30	Fr.404	Mrs. Cressey	9	6/4	1:30
B.E.301	Mr. Froehlich	WA2-1	6/4	8:30	Lat.102	Miss Littlefield	10	6/2	9:30
B.E.301	Mr. Froehlich	WA2-1	6/4	10:30	Lat.202	Miss Littlefield	10	6/7	8:30
B.E.302	Mr. Neuner	WA2-2	6/4	8:30	Lat.302	Dr. Freeman	9	6/4	8:30
B.E.302	Mr. Neuner	WA2-2	6/4	1:30	Lat.404	Dr. Freeman	10	6/4	2:30
B.E.402	Mrs. VanDerveer	WA2-4	6/9	12:30	Sp.102	Miss Peloro	E	6/2	9:30
B.E.402	Mrs. VanDerveer	WA2-4	6/9	1:30	Sp.102	Miss Escoriaza	8	6/4	9:30
B.E.407A	Mr. Willing	WA2-4	6/3	9:30	Sp.202	Miss Peloro	E	6/7	1:30
B.E.407A	Mr. Willing	WA2-4	6/2	10:30	Sp.202	Miss Escoriaza	8	6/7	1:30
B.E.408	Mr. Sheppard	WA2-4	6/2	9:30	Sp.302	Miss Escoriaza	8	6/4	11:30
B.E.404	Mr. Froehlich	WA2-1	6/4	11:30	Sp.405	Miss Escoriaza	8	6/4	10:30
B.E.405	Mr. Sheppard	WA2-5	6/3	12:30					
ENGLISH DEPARTMENT									
Eng.100A	Mr. Young	E	6/4	8:30					
Eng.100A	Mr. Young	E	6/4	10:30					
Eng.100A	Mr. Young	E	6/4	12:30					
Eng.100B	Mr. Bloore	5	6/4	11:30					
Eng.100B	Mr. Combs	WA2-2	6/4	10:30					
Eng.100B	Mr. Combs	WA1-5	6/4	8:30					
Eng.100B	Mr. Combs	WA2-2	6/4	2:30					
Eng.100B	Miss Dix	2	6/4	9:30					
Eng.100B	Miss Dix	10	6/4	10:30					
Eng.100B	Miss Dix	2	6/4	2:30					
Eng.100B	Mr. Hamilton	1	6/4	9:30					
Eng.100B	Mr. Hamilton	1	6/4	1:30					
Eng.100B	Mr. Bloore	5	6/4	1:30					
Eng.102	Mr. Bohn	1	6/2	12:30					
Eng.102	Mr. Hamilton	1	6/2	10:30					
Eng.102	Mr. Bloore	5	6/2	8:30					
Eng.200A	Miss McKinney	29	6/4	9:30					
Eng.200A	Miss McKinney	29	6/4	10:30					
Eng.200A	Miss McKinney	29	6/4	1:30					
Eng.200A	Miss McKinney	29	6/4	2:30					
Eng.200A	Mrs. Oelen	29	6/4	8:30					
Eng.200B	Mr. Ballare	A	6/4	8:30					
Eng.200B	Mr. Fox	3	6/4	9:30					

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SCHEDULE FOR TERMINAL EXAMINATIONS - June 2 - June 9, 1948, page 2

Course	Instructor	Room	Date	Hour	Course	Instructor	Room	Date	Hour
GEOGRAPHY DEPARTMENT					Mathematics Continued				
Geog.202	Dr. Milstead	26	6/2	8:30	Math.300	Dr. Brune	WAL-5	6/3	10:30
Geog.302	Dr. Milstead	26	6/7	9:30	Math.300	Dr. Brune	WAL-5	6/2	8:30
Geog.406	Dr. Milstead	26	6/3	2:30	Math.302	Dr. Davis	WAL-1	6/9	1:30
INTEGRATION DEPARTMENT					Math.302	Dr. Fehr	WAL-2	6/9	9:30
Int.100	Dr. Fraser et al.	CHSA	6/3	10:30	Math.304A	Dr. Brune	WAL-5	6/2	9:30
Int.200A	Dr. Ingebritsen	30	6/9	10:30	Math.404	Dr. Fehr	WAL-2	6/4	10:30
Int.200A	Dr. Ingebritsen	30	6/9	11:30	Math.404	Mr. Clifford	WAL-2	6/4	1:30
Int.200B	Dr. Ingebritsen	30	6/9	1:30	Math.405	Dr. Fehr	WAL-2	6/3	11:30
Int.200B	Dr. Ritter	30	6/9	8:30	Math.406A	Dr. Davis	WAL-1	6/8	2:30
Int.200B	Dr. Ritter	1	6/9	11:30	MUSIC DEPARTMENT				
Int.200B	Dr. Ritter	B	6/9	1:30	Mus.100	Mrs. Ludman	CHSA	6/9	9:30
Int.200B	Dr. Ritter	30	6/8	2:30	Mus.100	Mrs. Ludman	CHSA	6/8	2:30
Int.200B	Dr. Ingebritsen	30	6/8	12:30	Mus.100	Mrs. Ludman	CHSA	6/8	11:30
Int.200B	Dr. Ingebritsen	30	6/8	1:30	Mus.100	Mrs. Ludman	CHSA	6/9	2:30
Int.200B	Dr. Ingebritsen	30	6/8	10:30	Mus.101	Mrs. Ludman	CHS6	6/2	8:30
Int.300A	Mr. Morehead	WAL-4	6/7	2:30	Mus.102	Dr. McEachern	6	6/2	8:30
Int.300A	Mr. Morehead	WAL-5	6/8	2:30	Mus.202	Dr. McEachern	6	6/7	9:30
Int.300B	Mr. Morehead	WAL-4	6/7	10:30	Mus.208	Dr. McEachern	6	6/4	10:30
Int.300B	Mr. Morehead	WAL-4	6/8	10:30	Mus.301	Dr. McEachern	6	6/7	1:30
Int.300B	Mr. Morehead	9	6/8	12:30	Mus.406	Dr. McEachern	6	6/4	1:30
Int.300B	Mr. Morehead	9	6/7	12:30	Mus.499	Dr. McEachern	6	6/3	2:30
Int.300B	Mr. Seybold	CHSA	6/7	8:30	Not scheduled - Left to the				
Int.300B	Mr. Seybold	CHSA	6/8	8:30	Mus.206	Mr. Moore	Instructor		
Int.300B	Mr. Seybold	CHSA	6/8	9:30	Mus.306	Mr. Moore			
Int.400A	Dr. Fraser	8	6/3	2:30	Mus.414	Mr. Kahn			
Int.400B	Dr. Fraser		6/4	9:30	Mus.409	Mr. Werle			
Int.400B	Mr. Morehead		6/4	9:30	PHYSICAL EDUCATION DEPARTMENT				
Int.400B	Dr. Smith		6/4	9:30	H.E.100	Miss Foster	8	6/3	8:30
Int.400B	Mr. Placek		6/4	9:30	H.E.100	Miss Foster	3	6/3	12:30
Int.400B	Mrs. Faley		6/4	9:30	H.E.100	Dr. Hungerford	1	6/3	9:30
Int.400B	Dr. Phipps		6/4	9:30	H.E.100	Dr. Hungerford	E	6/3	10:30
Int.400B	Dr. Ritter		6/4	9:30	H.E.100	Mr. DeShaw	D	6/3	10:30
Int.406	Dr. Partridge et al.	8	6/3	12:30	H.E.100	Mr. DeShaw	D	6/3	12:30
Int.470	Mrs. Salt	28	6/3	10:30	H.E.100	Mr. Coder	D	6/3	9:30
Int.470	Mrs. Salt	28	6/4	11:30	P.E.201	Dr. Wurts	28	6/2	9:30
Int.470	Mrs. Salt	28	6/3	11:30	P.E.201	Dr. Hungerford	28	6/2	1:30
Int.471	Dr. Mallory et al.		6/3	12:30	P.E.202	Mr. DeShaw	2	6/8	9:30
Int.472	Mrs. Salt	27	6/2	9:30	P.E.206	Mr. Coder	Gym	6/3	8:30
Int.473	Mrs. Salt	27	6/8	9:30	H.E.304	Mr. DeShaw	D	6/8	1:30
MATHEMATICS DEPARTMENT					P.E.M308	Mr. Coder	Gym	6/9	8:30
Math.101	Mr. Kays	WAL-3	6/2	9:30	P.E.W308	Miss Luke	D	6/7	12:30
Math.102	Mr. Sobel	WAL-4	6/2	8:30					
Math.102	Mr. Sobel	WAL-4	6/2	9:30					
Math.102	Mr. Kays	WAL-3	6/2	12:30					
Math.202	Dr. Mallory	WAL-1	6/7	9:30					
Math.202	Mr. Clifford	WAL-1	6/7	10:30					
Math.300	Dr. Brune	WAL-5	6/3	1:30					
Math.300	Dr. Brune	WAL-5	6/3	2:30					
Math.300	Mr. Clifford	WAL-1	6/2	11:30					
Math.300	Mr. Kays	WAL-3	6/2	1:30					

SCHEDULE FOR TERMINAL EXAMINATIONS - June 2 - June 9, 1948, page 3

Course	Instructor	Room	Date	Hour	Course	Instructor	Room	Date	Hour
SCIENCE DEPARTMENT					Social Studies Continued				
Biol.102	Miss Kuhnen	WA3-1	6/2	3:30	S.S.200B	Mr. Fincher	WA1-3	6/3	3:30
Biol.102	Miss Kuhnen	WA3-1	6/3	8:30	S.S.200B	Mr. Fincher	WA1-3	6/3	11:30
Biol.202	Dr. Hadley	WA3-1	6/3	9:30	S.S.200B	Mr. Fincher	WA1-3	6/3	2:30
Biol.202	Dr. Hadley	WA3-1	6/2	10:30	S.S.200B	Mr. Fincher	WA1-3	6/3	2:30
Biol.409	Dr. Hadley	WA3-4	6/4	12:30	S.S.200C	Miss Stewart	27	6/3	2:30
Sci.100A	Mr. Glenn	WA3-9	6/7	8:30	S.S.200C	Miss Stewart	27	6/3	10:30
Sci.100A	Mr. Lampkin	WA3-5	6/7	8:30	S.S.200C	Miss Stewart	27	6/3	1:30
Sci.100A	Mr. Lampkin	WA3-5	6/7	9:30	S.S.202	Dr. Gage	20	6/7	8:30
Sci.100A	Mr. Lampkin	WA3-5	6/7	10:30	S.S.202	Dr. Gage	20	6/7	9:30
Sci.100B	Mrs. Ramsden	CHS-7	6/7	12:30	S.S.202	Dr. Gooden	WA2-3	6/7	10:30
Sci.100B	Mrs. Ramsden	CHS-7	6/7	1:30	S.S.202	Dr. Gooden	WA2-2	6/7	11:30
Sci.100B	Mrs. Ramsden	CHS-7	6/7	2:30	S.S.301	Mr. Rellahan	29	6/9	11:30
Sci.100C	Miss Turk	26	6/8	10:30	S.S.302	Not scheduled			
Sci.100C	Miss Turk	26	6/8	1:30	S.S.414	Dr. Folsom	21	6/9	2:30
Sci.100C	Miss Turk	26	6/7	1:30	S.S.419	Dr. Moffatt	CHS-3	6/8	9:30
Sci.100C	Dr. Milstead	26	6/7	10:30	S.S.443	Miss Stewart	21	6/8	2:30
Sci.100C	Dr. Milstead	26	6/7	12:30	S.S.451	Dr. Wittmer	20	6/9	11:30
Phys.102	Dr. Smith	25	6/8	12:30	S.S.407	Dr. Moffatt	D	6/4	8:30
Phys.102	Dr. Smith	25	6/2	8:30	S.S.402A	Mr. Fincher	WA1-3	6/3	10:30
Phys.405	Dr. Smith	25	6/7	12:30					
Chem.102	Dr. Reed	23	6/8	11:30					
Chem.102	Dr. Reed	23	6/8	10:30					
Chem.406	Dr. Reed	23	6/3	12:30					
Chem.406	Dr. Reed	23	6/8	12:30					
Chem.203	Dr. McLachlan	22	6/9	12:30					
Chem.505	Dr. McLachlan	22	6/3	12:30					
Sci.404	Mr. Glenn	WA3-9	6/4	11:30					

SOCIAL STUDIES DEPARTMENT

S.S.100A	Dr. Clayton	21	6/9	10:30
S.S.100A	Mr. Braem	D	6/9	1:30
S.S.100B	Mr. Braem	D	6/9	2:30
S.S.100B	Mr. Braem	D	6/9	10:30
S.S.100B	Dr. Clayton	20	6/9	1:30
S.S.100B	Dr. Clayton	20	6/9	2:30
S.S.100B	Miss Turk	27	6/9	11:30
S.S.100B	Miss Turk	27	6/9	8:30
S.S.100B	Miss Turk	26	6/9	2:30
S.S.100B	Dr. Clayton	21	6/9	12:30
S.S.100B	Mr. Wasasier	WA1-4	6/9	1:30
S.S.100B	Mr. Wasasier	WA1-4	6/9	2:30
S.S.100B	Dr. Wittmer	20	6/9	10:30
S.S.100B	Dr. Wittmer	20	6/9	12:30
S.S.101	Dr. Wittmer	24	6/2	9:30
S.S.102	Dr. Folsom	21	6/2	9:30
S.S.102	Dr. Folsom	21	6/2	11:30
S.S.102	Dr. Folsom	21	6/2	1:30
S.S.200A	Mr. Rellahan	21	6/9	8:30
S.S.200A	Mr. Rellahan	21	6/8	8:30
S.S.200A	Mr. Rellahan	30	6/8	9:30
S.S.200A	Mr. Rellahan	27	6/9	10:30

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MMF

Thursday, April 24, 1948

MEMORANDUM TO ALL FACULTY MEMBERS:

STUDENT MARKS AT MSTC

Fall 1947

The attached tabulation of student marks according to instructors and summarized by departments has been prepared by Miss Frazee at my suggestion. The following conclusions, among others, can be made from these data:

1. There is great disparity between instructors in the proportion of various grades that are assigned. One instructor grants 54% As while another awards 1%. Some instructors never use C or D in marking while others will give as much as 66% C and D.
2. There is considerable disparity in grade distribution between the various departments. Two departments give 31% As while one department grants 11%. One department gives 46% C and D while another gives 18%.
3. A distribution of all marks in the college for the Fall Semester shows a definite skew toward the A grade with the mode at B (46%).

There are, of course, many factors that influence the distribution of marks. No attempt has been made to analyze or evaluate these factors. It is quite evident, however, that given the same students generally, faculty members do have different standards and different methods for evaluating their work. This may or may not be desirable, but it is something that should be discussed in faculty meeting with profit.

E. D. Partridge

SUMMARY

Department	Students	A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
Art	181	38	21	85	47	50	28	8	4		
Business Education	608	96	16	260	43	218	36	29	5	5	1
English	1411	190	13	611	43	522	37	74	5	14	1
Geography	102	32	31	52	51	17	17	1	1		
Integration	1298	222	17	688	53	346	27	41	3	1	0
Language	356	109	31	168	47	70	19	5	2		1
Mathematics	555	112	20	197	35	191	34	46	8		2
Music	381	42	11	159	42	145	38	31	8		1
Physical Education	330	92	28	136	42	86	26	13	4	3	1
Science	667	111	17	261	39	217	33	60	9	15	2
Social Studies	1625	369	23	853	52	365	22	22	1	6	0
TOTAL	7514	1413	19	3470	46	2227	29	343	4	61	1

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STUDENT MARKS AT MSTC - Fall 1947 - page 2

Instructors	Students	A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
ART DEPARTMENT											
Mrs. Ross	89	19	21	42	47	22	25	6	7		
Mr. Karp	92	19	21	43	47	28	30	2	2		
TOTAL	181	38	21	85	47	50	28	8	4		

BUSINESS EDUCATION DEPARTMENT

Mr. Froehlich	119	25	21	42	35	46	39	5	4	1	1
Mr. Mentus	104	10	10	50	48	39	38	5	5		
Mr. Sheppard	112	16	14	53	47	33	29	9	8	1	1
Mrs. VanDerveer	120	15	13	49	40	46	38	7	6	3	3
Mr. Willing	153	30	20	66	43	54	35	3	2		
TOTAL	608	96	16	260	43	218	36	29	5	5	1

ENGLISH DEPARTMENT

Mr. Ballare	101	13	13	60	59	26	26	2	2		
Mr. Bloore	142	2	1	44	31	74	52	21	15	1	1
Mr. Bohn	59	6	10	13	22	34	58	6	10		
Mr. Combs	89	12	13	56	63	20	22	1	1		
Mr. Conrad	124	28	23	47	38	49	40				
Miss Dix	174	23	13	57	33	65	37	23	13	6	3
Mr. Fox	118	12	10	66	56	40	34				
Dr. Fulcomer	104	21	20	49	47	33	32	1	1		
Mr. Hamilton	172	35	20	79	46	54	31	4	2		
Dr. Krauss	91	5	5	36	40	45	49	4	4	1	1
Mrs. Oelen	31	6	19	12	39	12	39	1	3		
Miss McKinney	71	10	14	30	42	24	34	5	7	2	3
Mrs. VanDerveer	47	6	13	20	43	15	32	4	8	2	4
Miss Wood	88	11	13	42	48	31	35	2	2	2	2
TOTAL	1411	190	13	611	43	522	37	74	5	14	1

GEOGRAPHY DEPARTMENT

Dr. Milstead	102	32	31	52	51	17	17	1	1		
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INTEGRATION DEPARTMENT

Freshmen	279	37	13	155	56	73	26	14	5		
Dr. Fraser	61	9	15	25	41	22	36	5	8		
Dr. Ingebritsen	221	38	17	109	49	66	30	8	4		
Mr. Morehead	168	18	11	108	64	40	24	2	1		
Dr. Partridge	32	5	16	13	41	11	34	2	6	1	3
Dr. Ritter	163	28	17	99	61	36	22				
Mrs. Salt	53	13	25	32	60	8	15				
Mr. Seybold	90	49	54	41	46						
Dr. Sperle	112	15	13	38	34	49	44	10	9		
Dr. W. S. Smith	119	10	8	68	57	41	34				
TOTAL	1298	222	17	688	53	346	27	41	3	1	0

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STUDENT MARKS AT MSIC - Fall 1947 - page 3				B		C		D		F	
Instructors	Students	No.	%	No.	%	No.	%	No.	%	No.	%
LANGUAGE DEPARTMENT											
Miss Tonone	33	2	6	13	39	16	48	2	6		
Mrs. Cressey	18	2	11	14	78	2	11				
Miss Littlefield	170	63	37	80	47	24	14	2	1	1	1
Dr. Freeman	36	16	44	20	56						
Miss Peloro	40	4	10	13	33	19	48	1	3	3	8
Miss Escoriaza	59	22	37	28	47	9	15				
TOTAL	356	109	31	168	47	70	19	5	2	4	1

MATHEMATICS DEPARTMENT										
Dr. Brune	88	20	23	37	42	24	27	5	6	2
Mr. Clifford	93	15	16	36	39	39	42	3	3	2
Dr. Davis	43	4	9	19	44	17	40	2	5	1
Dr. Fehr	97	32	33	28	29	28	29	6	6	3
Mr. Kays	137	18	13	35	26	58	42	25	18	1
Dr. Mallory	58	9	16	30	52	13	22	4	7	3
Mr. Sobel	39	14	36	12	31	1	3			
TOTAL	555	112	20	197	35	191	34	46	8	9

MUSIC DEPARTMENT										
Mr. Kahn	24	4	17	19	79	1	4			
Mrs. Ludman	176	24	14	61	35	82	47	9	5	
Dr. McEachern	143	5	4	58	41	54	38	22	15	4
Mr. Moore	25	7	28	12	48	6	24			3
Dr. Mueller	13	2	15	9	69	2	15			
TOTAL	381	42	11	159	42	145	38	31	8	1

PHYSICAL EDUCATION DEPARTMENT										
Mr. Coder	71	39	55	27	38	5	7			
Mr. DeRosa	12	5	42	7	58					
Mr. DeShaw	131	22	17	51	39	51	39	6	5	1
Miss Duke	9	1	11	6	67	2	22			
Miss Foster	32	5	16	19	59	6	19	2	6	
Dr. Hungerford	32	4	13	10	31	12	38	4	13	2
Mrs. Ross	8	2	25	4	50	2	25			6
Dr. Wurts	35	14	40	12	34	8	23	1	3	
TOTAL	330	92	28	136	42	86	26	13	4	1

SCIENCE DEPARTMENT										
Mr. Fincher	75	13	17	46	61	12	16	3	4	1
Mr. Glenn	37	9	24	21	57	4	11	3	8	
Dr. Hadley	61	5	8	20	33	24	39	10	16	2
Miss Kuhnen	55	11	20	19	35	21	38	4	7	3
Mrs. Lehmkuhl	16	3	19	10	63	2	13	1	6	
Dr. McLachlan	39	6	15	18	46	11	28	4	10	
Mr. Lampkin	87	10	11	20	23	41	47	12	14	4
Dr. Milstead	103	22	21	29	28	35	34	9	9	5
Mr. Placek	34	6	18	16	47	7	21	5	15	8
Mrs. Ramsden	56	4	7	22	39	19	34	11	20	
Dr. Reed	64	11	17	26	41	27	42			
Dr. K. O. Smith	40	11	28	14	35	14	35	1	3	
TOTAL	667	111	17	261	39	217	33	63	9	2

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STUDENT MARKS AT MSTC - Fall 1947 - page 4

Instructors	Students	A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
SOCIAL STUDIES DEPARTMENT											
Mr. Braem	130	33	29	73	56	17	13	2	2		
Mr. Bye	37	14	38	21	57	2	5				
Dr. Clayton	172	33	19	79	46	57	33	2	1	1	1
Mr. Fincher	131	26	20	78	60	24	18	3	2		
Dr. Folsom	116	22	19	40	34	46	40	7	6	1	1
Dr. Gage	203	51	25	105	52	40	20	7	3		
Dr. Gooden	92	19	21	49	53	24	26				
Dr. Moffatt	173	43	25	121	75	8	5	1	0		
Mr. Pellahan	235	64	27	134	57	34	14	3	1		
Miss Stewart	190	14	7	110	58	63	33	1	0	2	1
Mr. Wessier	53	8	15	17	32	24	45	4	8		
Dr. Wittmer	93	37	40	26	28	26	28	2	2	2	2
TOTAL	1625	369	23	853	52	365	22	32	2	6	0

4/22/48

MMF

ANNUAL REPORT OF THE REGISTRAR

1947-48

Trends and Developments

Enrollment.

As of October 1947 a total of 1291 students, representing all the counties of the State and 6 out-of-state students enrolled in the undergraduate division. Of this number 640 were men and 651 women.

ANALYSIS OF ENROLLMENT

Table I Undergraduate Division, Oct. 1947 by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	4	10	14	
Bergen	86	89	175	13½%
Burlington	-	1	1	
Camden	8	8	16	
Cape May	3	1	4	
Cumberland	3	9	12	
Essex	259	231	490	38%
Gloucester	1	2	3	
Hudson	72	70	142	11%
Hunterdon	2	2	4	
Mercer	-	3	3	
Middlesex	12	11	23	
Monmouth	6	22	28	
Morris	20	31	51	
Ocean	1	6	7	
Passaic	96	92	188	14½%
Salem	1	-	1	
Somerset	7	11	18	
Sussex	5	6	11	
Union	46	38	84	6½%
Warren	3	7	10	
Out of State	5	1	6	
TOTALS	640	651	1291	

ANNUAL REPORT OF THE COMMISSIONER

1910-11

Board of Commissioners

Commissioner

As of October 1911 a total of 1251 students, representing 211 classes of the State and 4 out-of-State students enrolled in the various divisions. Of this number 620 were men and 631 women.

TABLE I
Enrollment in the various divisions, Oct. 1911 to October 1912

Division	Men	Women	Total
Atlantic	10	10	20
Central	89	103	192
Eastern	1	1	2
General	8	10	18
High School	1	1	2
Intermediate	8	10	18
Junior	251	100	351
Senior	2	2	4
Technical	10	10	20
University	10	10	20
Western	10	10	20
Yale	10	10	20
Other	10	10	20
Total	351	351	702

Distribution by counties February 1, 1948, showed a total of 1367 students, including 6 out-of-state residents. The number of men enrolled was 691 and the number of women 676. This was the first time in the history of the school, when the enrollment of men was greater than the enrollment of women students.

Table II ANALYSIS OF ENROLLMENT
Undergraduate Division, Feb. 1948 by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	4	10	14	
Bergen	94	90	184	13.5%
Burlington	1	1	2	
Camden	8	9	17	
Cape May	3	1	4	
Cumberland	3	10	13	
Essex	280	242	522	38%
Gloucester	1	2	3	
Hudson	75	75	150	11%
Hunterdon	2	2	4	
Mercer	-	3	3	
Middlesex	12	11	23	
Monmouth	6	23	29	
Morris	24	31	55	
Ocean	2	6	8	
Passaic	108	96	204	15%
Salem	1	-	1	
Somerset	8	11	19	
Sussex	5	6	11	
Union	46	39	85	6%
Warren	3	7	10	
Out of State	5	1	6	
TOTALS	691	676	1367	

Distribution by ... 1945, showed a total of 1945 ... and the number of ... was ...

ANALYSIS OF ...

Total ...

Category	1945	1946	1947
Alabama	1	1	1
Arizona	1	1	1
Arkansas	1	1	1
California	1	1	1
Colorado	1	1	1
Connecticut	1	1	1
Delaware	1	1	1
District of Columbia	1	1	1
Florida	1	1	1
Georgia	1	1	1
Idaho	1	1	1
Illinois	1	1	1
Indiana	1	1	1
Iowa	1	1	1
Kansas	1	1	1
Kentucky	1	1	1
Louisiana	1	1	1
Maine	1	1	1
Maryland	1	1	1
Massachusetts	1	1	1
Michigan	1	1	1
Minnesota	1	1	1
Mississippi	1	1	1
Missouri	1	1	1
Montana	1	1	1
Nebraska	1	1	1
Nevada	1	1	1
New Hampshire	1	1	1
New Jersey	1	1	1
New Mexico	1	1	1
New York	1	1	1
North Carolina	1	1	1
North Dakota	1	1	1
Ohio	1	1	1
Oklahoma	1	1	1
Oregon	1	1	1
Pennsylvania	1	1	1
Rhode Island	1	1	1
South Carolina	1	1	1
South Dakota	1	1	1
Tennessee	1	1	1
Texas	1	1	1
Utah	1	1	1
Vermont	1	1	1
Virginia	1	1	1
Washington	1	1	1
West Virginia	1	1	1
Wisconsin	1	1	1
Wyoming	1	1	1
Total	1945	1946	1947

The distribution of enrollments by departments for October 1947 and February 1948 are shown in Tables III and IV which follow.

ANALYSIS OF ENROLLMENT

Table III Undergraduate Division, Oct. 1947.
Distribution by Departments and Classes.

Curricula For Secondary Teachers	Year in College												Total
	First		Second		Third		Fourth		Men		Women		
	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	
Business Ed.	50	18	63	22	35	33	10	29	157	25	1	77	260
English	8	49	20	40	13	49	8	42	48	16	1	164	229
French	3	18	1	5	-	7	-	7	4	4	-	33	41
Latin	1	4	2	9	-	10	-	2	3	4	-	21	28
Spanish	2	20	4	16	-	7	2	12	8	3	-	52	63
Mathematics	13	27	15	35	20	34	11	20	59	17	-	99	175
Music	6	12	13	8	5	6	1	1	25	8	-	19	52
Science	9	14	21	21	16	19	17	18	63	15	-	57	135
Social Studies	21	42	54	43	38	39	28	43	138	43	3	124	308
TOTALS	113	204	193	199	127	204	77	174	505	135	5	646	1291

ANALYSIS OF ENROLLMENT

Table IV Undergraduate Division, Feb. 1948
Distribution by Departments and Classes.

Curricula For Secondary Teachers	Year in College												Total
	First		Second		Third		Fourth		Men		Women		
	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	vet.	n.v.	
Business Ed.	51	23	65	22	38	33	10	29	163	28	1	79	271
English	11	56	23	43	13	49	8	42	54	18	1	172	245
French	3	18	1	6	-	7	-	7	4	4	-	34	42
Latin	1	4	2	10	-	11	-	2	3	4	-	23	30
Spanish	2	23	4	16	-	7	2	12	8	4	-	54	66
Mathematics	15	32	16	35	21	34	11	20	63	22	-	99	184
Music	7	14	13	9	5	6	1	1	26	9	-	21	56
Science	11	20	22	21	16	19	17	18	66	19	-	59	144
Social Studies	25	51	57	47	38	40	28	43	145	51	3	130	329
TOTALS	126	242	203	209	131	206	77	174	532	159	5	676	1367

Estimated percentage of veteran enrollment: 1948-49: 34:51%, 1949-50:

The distribution of enrollment by towns of Bergen, Essex, Hudson, Passaic, and Union Counties is shown in Tables V, VI, VII, VIII, and IX.

ANALYSIS OF ENROLLMENT

Table V. Undergraduate Division, Feb. 1948
Distribution of Enrollment by Towns of Bergen County:

Bergenfield	1	Hackensack	7	Ridgefield Park	4
Bogota	9	Hasbrouck Heights	2	Ridgewood	4
Cliffside Park	3	Leonia	6	Rutherford	10
Dumont	4	Lodi	10	St. Mary's	4
East Rutherford	6	Lyndhurst	12	Teaneck	11
Englewood	16	North Arlington	10	Tenafly	4
Fair Lawn	5	Our Lady Queen of P.	2	Westwood	8
Fort Lee	3	Park Ridge	4	Wood Ridge	3
Garfield	11	Ramsey	9		
		Don Bosco Inst.	1		

ANALYSIS OF ENROLLMENT

Table VI. Undergraduate Division, Feb. 1948.
Distribution of Enrollment by Towns of Essex County:

Belleville	22	Newark:		Nutley	13
Bloomfield	26	Arts	2	Orange	15
Caldwell	7	Barringer	36	Our Lady o.t. Valley	4
(Grover Cleveland)		Barringer Evening	7	South Orange	
East Orange	30	Central	23	Maplewood	11
(Clifford J. Scott)		Central Evening	1	Verona	4
Glen Ridge	3	East Side	20	West Orange	19
Irvington	58	South Side	32	Carteret	1
Millburn	2	Weequahic	42	Essex Fells-	
Montclair	32	West Side	49	Montrose School	1
Imm. Conception	15	Our Lady o.Gd. Counsel	5		
Academy	5	St. Benedict's	4		
		St. Charles Borromeo	2		
		St. Vincent Academy	3		

ANALYSIS OF ENROLLMENT

Table VII. Undergraduate Division, Feb. 1948
Distribution of Enrollment by Towns of Hudson County:

Jersey City:		Bayonne	10	Union City:	
Dickinson	13	Hoboken	12	Emerson	14
Paris	10	Kearny	21	Union Hill	9
Lincoln	7	St. Cecilia's	4	Holy Family	1
Henry Snyder	14	Weehawken	4	St. Michael's	4
Ac. St. Aloysius	2	West New York	17		
Jersey C. Prep.	1				
St. Peter's Prep	4				

The classification of animals is given in terms of species, genera, families, orders, and classes. The distribution of species is given in terms of species, genera, families, orders, and classes.

Table V. Distribution of Species in Terms of Species, Genera, Families, Orders, and Classes.

Species	Genera	Families	Orders	Classes
1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia
2. Aves	2. Aves	2. Aves	2. Aves	2. Aves
3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia
4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia
5. Pisces	5. Pisces	5. Pisces	5. Pisces	5. Pisces
6. Insecta	6. Insecta	6. Insecta	6. Insecta	6. Insecta
7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida
8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca
9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata
10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata
11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa
12. Fungi	12. Fungi	12. Fungi	12. Fungi	12. Fungi
13. Plantae	13. Plantae	13. Plantae	13. Plantae	13. Plantae

Table VI. Distribution of Species in Terms of Species, Genera, Families, Orders, and Classes.

Species	Genera	Families	Orders	Classes
1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia
2. Aves	2. Aves	2. Aves	2. Aves	2. Aves
3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia
4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia
5. Pisces	5. Pisces	5. Pisces	5. Pisces	5. Pisces
6. Insecta	6. Insecta	6. Insecta	6. Insecta	6. Insecta
7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida
8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca
9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata
10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata
11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa
12. Fungi	12. Fungi	12. Fungi	12. Fungi	12. Fungi
13. Plantae	13. Plantae	13. Plantae	13. Plantae	13. Plantae

Table VII. Distribution of Species in Terms of Species, Genera, Families, Orders, and Classes.

Species	Genera	Families	Orders	Classes
1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia	1. Mammalia
2. Aves	2. Aves	2. Aves	2. Aves	2. Aves
3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia	3. Reptalia
4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia	4. Batrachia
5. Pisces	5. Pisces	5. Pisces	5. Pisces	5. Pisces
6. Insecta	6. Insecta	6. Insecta	6. Insecta	6. Insecta
7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida	7. Arachnida
8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca	8. Mollusca
9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata	9. Echinodermata
10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata	10. Coelenterata
11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa	11. Protozoa
12. Fungi	12. Fungi	12. Fungi	12. Fungi	12. Fungi
13. Plantae	13. Plantae	13. Plantae	13. Plantae	13. Plantae

ANALYSIS OF ENROLLMENT

Table VIII. Undergraduate Division, Feb. 1948.
Distribution of Enrollment by Towns of Passaic County:

Clifton	32	Paterson:	Passaic	17
Hawthorne	10	Central	Pope Pius	1
Little Falls	11	Eastside	Forampton Lakes	3
		St. John's		
		St. Joseph's		
		St. Mary's		

ANALYSIS OF ENROLLMENT

Table IX. Undergraduate Division, Feb. 1948.
Distribution of Enrollment by Towns of Union County:

Cranford	2	Elizabeth:	Roselle	3
Hillside	14	Battin	Roselle Park	9
Linden	4	Thos. Jefferson	Springfield	3
Plainfield	6	Benedictine Academy	Summit	2
Rahway	5		Westfield	9

There was an increase in the number of entrants in 1947-48. This increase has been due to the return of students from the Service and to the difficulty that non-veterans high school students encounter when trying to enter college with overcrowded conditions. The increase in the enrollment has also been due to the increased demand for teachers and the movement in the state to promote salary schedules. The veteran enrollment for the summer of 1947 showed a total of 276 regular undergraduate and 113 part-time students. During the school year, 537 were undergraduate and 94 were part-time and extension students. A detailed report of veterans is contained in the Report of the Director of Personnel.

The advanced standing students during 1947-48 totaled 107. The distribution by classes was: Freshman 3, Sophomores 67, Juniors 30, Seniors 7. Distribution by Departments: Business Education 13, English 23, Language 8, Mathematics 14, Music 4, Science 7, Social Studies 38. Of the total 23 were former Montclair State Teachers College students who returned to complete their courses. There were approximately 40 colleges represented, from which advanced standing students now attending Montclair have been accepted.

In February 1942 our enrollment totaled 207 men and 434 women, which was a slight decrease from the previous year. During February 1948 the enrollment of men students increased. The total number of men was 691. Table X illustrates the changes according to classes, departments and personnel.

Table X COMPARISON OF ENROLLMENTS
Undergraduate Division 1941-42 and 1947-48

A. Enrollment by Classes:

Class	1941-42 February	1947-48 February
Freshman	184	367
Sophomore	164	412
Juniors	157	337
Seniors	<u>136</u>	<u>251</u>
<u>TOTALS</u>	641	1367

B. Enrollment by Departments:

Curricula	February 1941-42				February 1947-48			
	Freshm.	Soph.	Jun.	Sen.	Freshm.	Soph.	Jun.	Sen.
Business Ed.	34	26	19	22	74	87	71	39
English	30	34	40	22	67	66	62	50
Language	33	29	23	13	51	39	25	23
Mathematics	23	29	20	17	47	51	55	31
Music	-	-	-	-	21	22	11	2
Science	25	13	20	17	31	43	35	35
Social Studies	<u>39</u>	<u>33</u>	<u>35</u>	<u>30</u>	<u>76</u>	<u>104</u>	<u>78</u>	<u>71</u>
<u>TOTALS</u>	184	164	157	136	367	412	337	251

The above table shows an increase in the number enrolled in all departments as of February 1948.

C. Personnel

	1941-42 February	1947-48 February
Men	207	691
Women	<u>434</u>	<u>676</u>
<u>TOTALS</u>	641	1367

The number of candidates who took the entrance examination during 1947-48 is as follows:

Entrance examination given:	April 1947	301
	June 1947	73
	Aug. 1947	59
	Sept. 1947	31
	Jan. 1948	<u>103</u>

TOTAL 567 Of this total we
accepted 389.

During the period February 1936 through February 1948, the lowest enrollment of men was 49, in 1944. The lowest enrollment of women for the same period was 434, in February 1942. The lowest total enrollment of the college was 561, in February 1944.

Highest enrollment during same period: men 691, women 676, in February 1948.

STATUS OF STUDENT MEMBERSHIP

End of Fall and Spring Semesters 1947-48.

	--- Fall ---			--- Spring ---		
	Men	Women	Total	Men	Women	Total
Total semester registration	640	651	1291	691	676	1367
Number of withdrawals during semester	41	23	64	25	19	44
Number of dismissals during semester	17	4	21	-	6	6
Number graduated during semester	-	-	-	83	153	236
Number enrolled at end of semester	582	624	1208	583	498	1081

Reasons for withdrawals

Illness	9	6	15	2	7	9
Lack of funds	12	5	17	11	5	16
Death	1	-	1	-	-	-
Marriage	-	-	-	-	1	1
To another college	6	4	10	5	5	10
Did not fit	11	8	19	5	1	6
Service	2	-	2	2	-	2
<u>TOTALS</u>	41	23	64	25	19	44

Reasons for dismissals

Discipline	-	-	-	-	-	-
Low Scholarship	17	4	21	-	6	6
Poor Health	-	-	-	-	-	-
Any other	-	-	-	-	-	-

The accelerated program established to meet the needs of teachers shortage during the war period has been continued. The following summary of the nine-week 1947 summer school enrollment:

ANALYSIS OF ENROLLMENT

Table XI Summer Session Data

1. Student enrollment:

Undergraduate Division		Graduate Division	Total
Men	311	187	498
Women	<u>129</u>	<u>243</u>	<u>372</u>
TOTALS	440	430	870

2. Number of class sections of undergraduate and graduate divisions with enrollment between:

1 - 9	21
10 - 19	23
20 - 29	19
30 - 39	16
40 - 49	9
50 - 99	9

3. Number of students enrolled for:

1 - 5 semester points	221
6 - 9 " "	501
10 - 12 " "	148

Total number of Students 870

TRENDS OF THE ACCELERATED PROGRAM:

1. Enrollment

Freshman enrollment 1947-48 was as follows:

Date	Men	Women	Total
June 1947	2	-	2
Sept. 1947	155	156	311
Jan. 1948	32	15	47
TOTALS	189	171	360

The percentage of yearly freshman enrollment admitted each term was:
June 0.5% September 86.5% January 13%

Percentage of yearly enrollment in attendance during summer sessions:

1943	59%
1944	37%
1945	29.9%
1946	37.2%
1947	30%

Student Personnel Changed by Acceleration:

	Men		Women		Total Enrollment	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1942-43	190	149	506	432	696	581
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241
1947-48	640	691	651	676	1291	1367

1. Review of class sections of mathematics and science courses:
 Enrollment figures:

10 - 09	1
10 - 08	1
10 - 07	1
10 - 06	1
10 - 05	1
10 - 04	1
10 - 03	1
10 - 02	1
10 - 01	1
10 - 00	1

2. Review of students enrolled for:

10 - 09	1	1
10 - 08	1	1
10 - 07	1	1
10 - 06	1	1
10 - 05	1	1
10 - 04	1	1
10 - 03	1	1
10 - 02	1	1
10 - 01	1	1
10 - 00	1	1

3. Review of the following:

1. Enrollment

Enrollment figures 1975-76 are as follows:

Year	Enrollment	Enrollment	Enrollment
1975-76	100	100	100
1974-75	100	100	100
1973-74	100	100	100
1972-73	100	100	100
1971-72	100	100	100
1970-71	100	100	100
1969-70	100	100	100
1968-69	100	100	100
1967-68	100	100	100
1966-67	100	100	100
1965-66	100	100	100
1964-65	100	100	100
1963-64	100	100	100
1962-63	100	100	100
1961-62	100	100	100
1960-61	100	100	100
1959-60	100	100	100
1958-59	100	100	100
1957-58	100	100	100
1956-57	100	100	100
1955-56	100	100	100
1954-55	100	100	100
1953-54	100	100	100
1952-53	100	100	100
1951-52	100	100	100
1950-51	100	100	100
1949-50	100	100	100
1948-49	100	100	100
1947-48	100	100	100
1946-47	100	100	100
1945-46	100	100	100
1944-45	100	100	100
1943-44	100	100	100
1942-43	100	100	100
1941-42	100	100	100
1940-41	100	100	100
1939-40	100	100	100
1938-39	100	100	100
1937-38	100	100	100
1936-37	100	100	100
1935-36	100	100	100
1934-35	100	100	100
1933-34	100	100	100
1932-33	100	100	100
1931-32	100	100	100
1930-31	100	100	100
1929-30	100	100	100
1928-29	100	100	100
1927-28	100	100	100
1926-27	100	100	100
1925-26	100	100	100
1924-25	100	100	100
1923-24	100	100	100
1922-23	100	100	100
1921-22	100	100	100
1920-21	100	100	100
1919-20	100	100	100
1918-19	100	100	100
1917-18	100	100	100
1916-17	100	100	100
1915-16	100	100	100
1914-15	100	100	100
1913-14	100	100	100
1912-13	100	100	100
1911-12	100	100	100
1910-11	100	100	100
1909-10	100	100	100
1908-09	100	100	100
1907-08	100	100	100
1906-07	100	100	100
1905-06	100	100	100
1904-05	100	100	100
1903-04	100	100	100
1902-03	100	100	100
1901-02	100	100	100
1900-01	100	100	100
1899-00	100	100	100
1898-99	100	100	100
1897-98	100	100	100
1896-97	100	100	100
1895-96	100	100	100
1894-95	100	100	100
1893-94	100	100	100
1892-93	100	100	100
1891-92	100	100	100
1890-91	100	100	100
1889-90	100	100	100
1888-89	100	100	100
1887-88	100	100	100
1886-87	100	100	100
1885-86	100	100	100
1884-85	100	100	100
1883-84	100	100	100
1882-83	100	100	100
1881-82	100	100	100
1880-81	100	100	100
1879-80	100	100	100
1878-79	100	100	100
1877-78	100	100	100
1876-77	100	100	100
1875-76	100	100	100
1874-75	100	100	100
1873-74	100	100	100
1872-73	100	100	100
1871-72	100	100	100
1870-71	100	100	100
1869-70	100	100	100
1868-69	100	100	100
1867-68	100	100	100
1866-67	100	100	100
1865-66	100	100	100
1864-65	100	100	100
1863-64	100	100	100
1862-63	100	100	100
1861-62	100	100	100
1860-61	100	100	100
1859-60	100	100	100
1858-59	100	100	100
1857-58	100	100	100
1856-57	100	100	100
1855-56	100	100	100
1854-55	100	100	100
1853-54	100	100	100
1852-53	100	100	100
1851-52	100	100	100
1850-51	100	100	100
1849-50	100	100	100
1848-49	100	100	100
1847-48	100	100	100
1846-47	100	100	100
1845-46	100	100	100
1844-45	100	100	100
1843-44	100	100	100
1842-43	100	100	100
1841-42	100	100	100
1840-41	100	100	100
1839-40	100	100	100
1838-39	100	100	100
1837-38	100	100	100
1836-37	100	100	100
1835-36	100	100	100
1834-35	100	100	100
1833-34	100	100	100
1832-33	100	100	100
1831-32	100	100	100
1830-31	100	100	100
1829-30	100	100	100
1828-29	100	100	100
1827-28	100	100	100
1826-27	100	100	100
1825-26	100	100	100
1824-25	100	100	100
1823-24	100	100	100
1822-23	100	100	100
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1818-19	100	100	100
1817-18	100	100	100
1816-17	100	100	100
1815-16	100	100	100
1814-15	100	100	100
1813-14	100	100	100
1812-13	100	100	100
1811-12	100	100	100
1810-11	100	100	100
1809-10	100	100	100
1808-09	100	100	100
1807-08	100	100	100
1806-07	100	100	100
1805-06	100	100	100
1804-05	100	100	100
1803-04	100	100	100
1802-03	100	100	100
1801-02	100	100	100
1800-01	100	100	100
1799-00	100	100	100
1798-99	100	100	100
1797-98	100	100	100
1796-97	100	100	100
1795-96	100	100	100
1794-95	100	100	100
1793-94	100	100	100
1792-93	100	100	100
1791-92	100	100	100
1790-91	100	100	100
1789-90	100	100	100
1788-89	100	100	100
1787-88	100	100	100
1786-87	100	100	100
1785-86	100	100	100
1784-85	100	100	100
1783-84	100	100	100
1782-83	100	100	100
1781-82	100	100	100
1780-81	100	100	100
1779-80	100	100	100
1778-79	100	100	100
1777-78	100	100	100
1776-77	100	100	100
1775-76	100	100	100
1774-75	100	100	100
1773-74	100	100	100
1772-73	100	100	100
1771-72	100	100	100
1770-71	100	100	100
1769-70	100	100	100
1768-69	100	100	100
1767-68	100	100	100
1766-67	100	100	100
1765-66	100	100	100
1764-65	100	100	100
1763-64	100	100	100
1762-63	100	100	100
1761-62	100	100	100
1760-61	100	100	100
1759-60	100	100	100
1758-59	100	100	100
1757-58	100	100	100
1756-57	100	100	100
1755-56	100	100	100
1754-55	100	100	100
1753-54	100	100	100
1752-53	100	100	100
1751-52	100	100	100
1750-51	100	100	100
1749-50	100	100	100
1748-49	100	100	100
1747-48	100	100	100
1746-47	100	100	100
1745-46	100	100	100
1744-45	100	100	100
1743-44	100	100	100
1742-43	100	100	100
1741-42	100	100	100
1740-41	100	100	100
1739-40	100	100	100
1738-39	100	100	100
1737-38	100	100	100
1736-37	100	100	100
1735-36	100	100	100
1734-35	100	100	100
1733-34	100	100	100
1732-33	100	100	100
1731-32	100	100	100
1730-31	100	100	100
1729-30	100	100	100
1728-29	100	100	100
1727-28	100	100	100
1726-27	100	100	100
1725-26	100	100	100
1724-25	100	100	100
1723-24	100	100	100
1722-23	100	100	100
1721-22	100	100	100
1720-21	100	100	100
1719-20	100	100	100
1718-19	100	100	100
1717-18	100	100	100
1716-17	100	100	100
1715-16	100	100	100
1714-15	100	100	100
1713-14	100	100	100
1712-13	100	100	100
1711-12	100	100	100
1710-11	100	100	100
1709-10	100	100	100
1708-09	100	100	100
1707-08	100	100	100
1706-07	100	100	100
1705-06	100	100	100
1704-05	100	100	100
1703-04	100	100	100
1702-03	100	100	100
1701-02	100	100	100
1700-01	100	100	100
1699-00	100	100	100
1698-99	100	100	100
1697-98	100	100	100
1696-97	100	100	100
1695-96	100	100	100
1694-95	100	100	100
1693-94	100	100	100
1692-93	100	100	100
1691-92	100	100	100
1690-91	100	100	100
1689-90	100	100	100
1688-89	100	100	100
1687-88	100	100	100
1686-87	100	100	100
1685-86	100	100	100
1684-85	100	100	100
1683-84	100	100	100
1682-83	100	100	100
1681-82	100	100	100
1680-81	100	100	100
1679-80	100	100	100
1678-79	100	100	100
1677-78	100	100	100
1676-77	100	100	100
1675-76	100	100	100
1674-75	100	100	100
1673-74	100	100	100
1672-73	100	100	100
1671-72	100	100	100
1670-71	100	100	100
1669-70	100	100	100
1668-69	100	100	100
1667-68	100	100	

II. Effects of Acceleration On The College Program:

Class enrollments were increased in every department. The smallest class listed during 1947-48 was Math. 406B with 4 students. The largest class was Integration 100 with 120 and the average class listed 35 students.

Scholastic averages of those accelerating compare favorably with non-accelerated students. The scholastic records of the veterans at the end of the spring term, June 14, 1948 indicate that they are doing good work and intend to continue with their education.

III. Graduates with A.B. Degree:

A sketch study of the graduating classes, May 1942 - August 1948:

Date of Graduation	Number graduated each year since 1941
May 1942	153
Jan. 1943	125
May 1943	29
Aug. 1943	116
May 1944	59
Aug. 1944	53
May 1945	72
Aug. 1945	51
May 1946	107
Aug. 1946	34
June 1947	173
Aug. 1947	21
June 1948	236
Aug. 1948	31

The total number of A.B. graduates since 1930 is 3228.

IV. Graduates A.M. Degree

The graduate students who received the Master of Arts Degree in 1940-41 totaled 76. A summary of the number graduating each year since 1941 follows:

Date of Graduation	Number graduated each year since 1941
May 1942	66
May 1943	32
May 1944	21
May 1945	25
May 1946	49
Aug. 1946	16
June 1947	51
Aug. 1947	39
June 1948	55
Aug. 1948	32

The total number of A.M. graduates since 1933 is 769.

II. Results of Investigation of the Village Program:

Class schedules were arranged to meet the needs of the village. The class hours were 10:00-11:00 AM and 1:00-2:00 PM. The class was held in the village hall. The class was held in the village hall. The class was held in the village hall.

Students received instruction in the village. The students received instruction in the village. The students received instruction in the village. The students received instruction in the village. The students received instruction in the village.

III. Results of A. K. Program:

A brief report of the program, 1914-1915 - 1916-1917:

Table of Results: (Students enrolled and year class 1914)

1914	1914
1915	1915
1916	1916
1917	1917
1918	1918
1919	1919
1920	1920
1921	1921
1922	1922
1923	1923
1924	1924
1925	1925
1926	1926
1927	1927
1928	1928
1929	1929
1930	1930

The total number of A. K. students was 100 in 1914.

IV. Results of A. K. Program:

The results of the program are shown in the table of results in 1914. The results of the program are shown in the table of results in 1914. The results of the program are shown in the table of results in 1914.

Table of Results: (Students enrolled and year class 1914)

1914	1914
1915	1915
1916	1916
1917	1917
1918	1918
1919	1919
1920	1920
1921	1921
1922	1922
1923	1923
1924	1924
1925	1925
1926	1926
1927	1927
1928	1928
1929	1929
1930	1930

The total number of A. K. students was 100 in 1914.

ANALYSIS OF MASTER'S GRADUATES

	Montclair State Teachers College	Other	Total
Year			
1933	4	9	13
1934	4	8	12
1935	5	15	20
1936	20	19	39
1937	19	20	39
1938	28	22	50
1939	32	28	60
1940	39	33	72
1941	42	34	76
1942	32	34	66
1943	14	18	32
1944	7	14	21
1945	10	15	25
1946	32	35	67
1947	30	60	90
1948	35	52	87
TOTAL	353	416	769

ANALYSIS OF GRADUATION

Table XIII Distribution by Departments
Students Receiving A.M. Degree, June 1948

	Not previously eligible for certificate		Previously eligible for certificate		Total	
	Men	Women	Men	Women	Men	Women
Admin. & Sup'vn.	5	-	17	4	22	4
English	-	-	2	3	2	3
Mathematics	-	-	-	-	-	-
Personn. & Guid.	-	-	4	7	4	7
Science	-	-	3	-	3	-
Soc. Studies	-	-	3	4	3	4
Spanish	-	-	-	2	-	2
German	-	-	-	1	-	1
TOTALS	5	-	29	21	34	21

Students receiving A.M. Degree, August 1948

Admin. & Sup'vn.	11	2	11	2
English	1	2	1	2
Mathematics	5	2	5	2
Personn. & Guid.	1	5	1	5
Science	-	1	-	1
Soc. Studies	2	-	2	-
TOTALS	20	12	20	12

Year	For the year		For the year		Total
	1914	1915	1914	1915	
1914	10	10	10	10	40
1915	10	10	10	10	40
1916	10	10	10	10	40
1917	10	10	10	10	40
1918	10	10	10	10	40
1919	10	10	10	10	40
1920	10	10	10	10	40
1921	10	10	10	10	40
1922	10	10	10	10	40
1923	10	10	10	10	40
1924	10	10	10	10	40
1925	10	10	10	10	40
1926	10	10	10	10	40
1927	10	10	10	10	40
1928	10	10	10	10	40
1929	10	10	10	10	40
1930	10	10	10	10	40
1931	10	10	10	10	40
1932	10	10	10	10	40
1933	10	10	10	10	40
1934	10	10	10	10	40
1935	10	10	10	10	40
1936	10	10	10	10	40
1937	10	10	10	10	40
1938	10	10	10	10	40
1939	10	10	10	10	40
1940	10	10	10	10	40
1941	10	10	10	10	40
1942	10	10	10	10	40
1943	10	10	10	10	40
1944	10	10	10	10	40
1945	10	10	10	10	40
1946	10	10	10	10	40
1947	10	10	10	10	40
1948	10	10	10	10	40
1949	10	10	10	10	40
1950	10	10	10	10	40
1951	10	10	10	10	40
1952	10	10	10	10	40
1953	10	10	10	10	40
1954	10	10	10	10	40
1955	10	10	10	10	40
1956	10	10	10	10	40
1957	10	10	10	10	40
1958	10	10	10	10	40
1959	10	10	10	10	40
1960	10	10	10	10	40
1961	10	10	10	10	40
1962	10	10	10	10	40
1963	10	10	10	10	40
1964	10	10	10	10	40
1965	10	10	10	10	40
1966	10	10	10	10	40
1967	10	10	10	10	40
1968	10	10	10	10	40
1969	10	10	10	10	40
1970	10	10	10	10	40
1971	10	10	10	10	40
1972	10	10	10	10	40
1973	10	10	10	10	40
1974	10	10	10	10	40
1975	10	10	10	10	40
1976	10	10	10	10	40
1977	10	10	10	10	40
1978	10	10	10	10	40
1979	10	10	10	10	40
1980	10	10	10	10	40
1981	10	10	10	10	40
1982	10	10	10	10	40
1983	10	10	10	10	40

[illegible]

The total number of students matriculated for the A.M. Degree as of July 26, 1948 was 406. Distribution by departments follows:

Admin. & Supv'n.	126
English	50
Mathematics	35
Personnel & Guid.	86
Science	24
Soc. Studies	82
Foreign Language	3

A new graduate department in the field of Business Education has been approved by the State Board of Education. Students will be considered for matriculation in this department as of September 1948. This will increase the enrollment of the graduate division considerably.

STAFF CHANGES

In compliance with Civil Service requirements, Mrs. Inga Holm, Mrs. Warren Pausman, and Mrs. Walter Arnold replaced Miss Gloria Papalia, Mrs. Charles White, and Mrs. Victor Nowak.

RECOMMENDATIONS:

I wish to recommend that:

1. Advanced standing applicants have departmental courses planned by the department head at the time of their acceptance.
2. Photostat entire record of each student in June and send it to his home.
3. Distribute grades for the Fall semester through the advisory system, so that student contacts his advisor.
4. The use of an International Business machine to replace McBee Keysort device which aids in classifying and counting registration cards and report cards.
5. A part-time person besides the regular full-time people to be added to the regular staff in the Registrar's Office.

PERSONAL ACTIVITIES:

Study made of program needs for September 1948.

Attended the following conferences:

Association of New Jersey State Teachers Colleges.
New Jersey Educational Association
Annual Convention and Conference of Collegiate Registrars

Respectfully submitted,

Frances Van Etten
Registrar

ANNUAL REPORT
of the
OFFICE of the DEAN
of
WOMEN

College Year 1947 - 1948

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SOCIAL AFFAIRS
CLUB, CLASS AND ORGANIZATION
MEETINGS
1947 - 1948

<u>REGULAR MEETINGS</u>	<u>Hrs. per year</u>	<u>SPECIAL MEETINGS</u>	<u>Hrs. per year</u>
Russ		Russ	23
Club Meetings	63		
Piano and Voice Lessons	96		
Organ Practice	608		
Chapin		Chapin	0
Club Meetings	99		
Piano and Voice Lessons	416		
Instrument Lessons	160		
Administration Building	378	Administration Building	51
College High School	81	College High School	0

<u>SOCIAL EVENTS</u>	<u>No.</u>	<u>Hrs. per year.</u>	<u>TOTAL SOCIAL EVENTS AND MEETINGS</u>	<u>Hrs. per year</u>
(Average length of event, 2 1/2 hrs.)				
Russ	42	105	Russ	875
Chapin	26	65	Chapin	745
Administration Building	37	93	Administration Building	522
College High School	19	48	College High School	129
Off Campus	18	45	Off Campus	45
Picnic Grounds	29	63	Picnic Grounds	63
Lodge	16	40	Lodge	40

STUDENT CLUB MEETINGS

Club	Number of Meetings		per mo.	tot.	per yr.	Place
	1 per mo.	2 per mo.				
Agora		x		18		Chapin
Aldernia	x			9		Chapin
Aphelstein	x			9		Chapin
Band			8 + extra when nec.	72 reg.		Chapin
Bur. of Student Publications			when nec.			Ad. Bldg.
Bridge Club			4	36		"
Choir			8 + extra when nec.	72 reg.		"
Clio	x			9		Chapin
Computers Club			when nec.			Ad. Bldg.
Creative Writing Club		x		18		Russ
Dalton	x			9		Ad. Bldg.
Epsilon Mu Epsilon	x			9		"
Geography Club	x			9		"
Italian Club	x			9		"
Inter. Relations Club	x			9		"
Inter-Nes	x			9		Russ
Kappa Delta Pi	x			9		Chapin
LeCercle Francis	x			9		Russ
LaTerra H. Espanola	x			9		Chapin
Orchestra			8 + extra when nec.	72 reg.		Ad. Bldg.
Phi Lambda Pi	x			9		Chapin
Pi Omega Pi	x			9		Ad. Bldg.
Players	x		Extra when nec.	9 reg.		Chapin
Photography Club		x		18		Ad. Bldg.
Pro-Musica	x			9		"
Psychology Club	x			9		"
Rohrer	x			9		Chapin
Rostrum	x			9		Ad. Bldg.
Science Club		x		18		Chapin
Sigma Delta Pi	x			9		Ad. Bldg.
Sigma Phi Mu	x			9		Chapin
Sente		x		18		Ad. Bldg.
Tribe	x			9		Russ
Women's Ath. Assoc.			when nec.			Ad. Bldg.
Zeta Phi	x			9		Russ

SPECIAL MEETINGS

1947

September	16	Meeting of Club Officers	F. L. R.
	18	W. A. A. General Meeting	Gymnasium
	22	Senior Class	Amphitheatre
"	24	La Campana Tryouts	F. L. R.
	30	Glider Club	Lounge
October	16	Junior Class	Room 27
	21	Clifton Community Group	Room 28
	22	Commuters Club Hot Dog Sale	Lower Hall
	22	Intercollegiate Magazine Staff	Room A
"	22	Montclarian Staff	Room 5
	22	Sophomore Class Officers	Room 30
	28	Junior Class	Amphitheatre
	29	Spanish Club Cake Sale	Lower Hall
	29	La Campana Tryouts	F. L. R.
November	5	Spanish Club Hot Dog Sale	Lower Hall
	11, 12, 13, 14	La Campana Pictures	Campus
	13, 14	Red Cross Exhibit	Lower Hall
"	14	Music Rehearsal	Russ
	24	Spanish Club Cake Sale	Lower Hall
December	1	Clio Cake Sale	Lower Hall
	9	Latin Club Cake Sale	Lower Hall
	10	Spanish Club Hot Dog Sale	Lower Hall

1948

January	7	N. S. A.	F. L. R.
	9	Music Rehearsal	Russ
	13	Music Rehearsal	Russ
	14	Music Rehearsal	Russ
	*16	Music Rehearsal	Russ
	21	Music Rehearsal	Russ
	23	Music Rehearsal	Russ
"	26	N. S. A.	F. L. R.
	27	Music Rehearsal	Russ
	27	N. S. A.	Lounge
	27	Spanish Club Cake Sale	Lower Hall
	28	Music Rehearsal	Russ
	29	Music Rehearsal	Russ
	30	Music Rehearsal	Russ
	*19	Freshman Class	Room 1
February	24	Men's Dormitories Meeting	F. L. R.
	25	Men's Dormitories Meeting	F. L. R.
March	4	Men's Dormitories Meeting	F. L. R.
	11	Men's Dormitories Meeting	F. L. R.
	17	Clio Cake Sale	Lower Hall
	18	N. S. A.	F. L. R.
	23	Alumni Week-End Committee	F. L. R.
April	5	W. A. A. General Meeting	Room 8
	8	N. S. A.	Room 21
"	14	Music Rehearsal	Russ
	14	Spanish Club Cake Sale	Lower Hall
	19	French Club Cake Sale	Lower Hall
	20	Student Welfare Committee	F. L. R.
	21	Music Rehearsal	Russ
	21	N. S. A.	Lounge

SPECIAL MEETINGS (Continued)

Month	Date	Event	Location
April	27	French Club Cake Sale	Lower Hall
May	11	Red Cross Group	F. L. R.
	12	Music Rehearsal	Russ
	13	Student Welfare Committee	F. L. R.
	14	Music Rehearsal	Russ
	17	French Club Kerchief Sale	Lower Hall
	18	N. E. A.	F. L. R.
"	18	Red Cross Group	F. L. R.
	18	Business Education Committee Meeting	Room 2
	19	China Institute Meeting	Russ
	25	Red Cross Group	F. L. R.
	26	Music Rehearsal	Russ
	28	Music Rehearsal	Russ
June	1	Music Rehearsal	Russ
	2	Music Rehearsal	Russ
"	3	Music Rehearsal	Russ
	28	Bond Issue Committee	Room 8
July	16	Bond Issue Committee	Room 8
	26	Science Club	Russ

SOCIAL AFFAIRS (Continued)

January	29	Forum Dinner	Tierney's
	31	Football Banquet	Russ
February	6	Men's A. A. Square Dance	Gymnasium
	9	Alumni Executive Committee Dinner and Meeting	Russ
	18	Alumni Executive Committee Dinner and Meeting	Russ
"	18	Faculty Meeting and Tea	Chapin
	21	Freshman Informal	Gymnasium
	22	Foreign Language League Tea	Chapin
25, 26		Players - One-act Plays for War Memorial Benefit	College High School
"	27	War Memorial Benefit Square Dance	Gymnasium
	28	Tribe Informal	Gymnasium
March	6	Modern Language Association Lunch	Russ
	12	Faculty Staff Supper Benefit American Overseas Aid	Russ
"	12	Men's Dormitories Dance	College High School Auditorium & Gymnasium
	17	Tribe Informal (afternoon)	Gymnasium
	20	Sophomore Formal	Gymnasium
	24	Faculty Meeting and Tea	Chapin
April	10	S. G. A. Informal	Gymnasium
"	11	Concert	Russ
	14	Band Informal (afternoon)	Gymnasium
	14	Faculty Meeting and Tea	Chapin
15, 16, 17		Player's Production "The Male Animal"	College High School
19, 20			Auditorium
	21	"Dames" Benefit Bridge	Chapin
	21	Speech Department Group Dinner	Russ
	22	N. S. A. Tea-	Chapin
	23	Glassboro Over-night Group	Russ
	27	Alumni Executive Committee Dinner and Meeting	Russ
	28	Band Informal (afternoon)	Gymnasium
	30	Dance Recital	Mt. Hebron
May	1	Junior Dinner Dance	Hotel Sheraton
	2	Concert - Vernon Miller	Russ
	6	Three-Cornered Hat War Memorial Benefit	Montclair High School
7, 8, 9		Alumni Week-End	Campus
	11	Clifton Community Group	Room 24
	11	Speech Department Play Reading	Russ
	12	French Club Tea	Chapin
"	12	Band Concert	Amphitheatre
	13	W. A. A. Tea	Chapin
	14	Phi Lambda Pi Informal	Gymnasium
	15	Choir Banquet	Russ
	16	Concert	Russ
	18	I. R. Group Social	Lodge
	18	Inter-Nos Dinner	Chapin
	19	Faculty Meeting and Tea	Chapin
	19	Aphestean Supper	Lodge

WORLD INDEX (Continued)

January 25	From Illinois	January 25
26	From Illinois	26
February 2	From Illinois	February 2
3	From Illinois	3
4	From Illinois	4
5	From Illinois	5
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SOCIAL AFFAIRS (Continued)

May	20	Three Cornered Hat	Amphitheatre
	20	Agora Open House	Lodge
	20	Aldornia Banquet	Kraft Homestead
	23	Concert	Russ
	24	Players - One-Act Plays	College High School
		War Memorial Benefit	Auditorium
"	25	Players Banquet	Kraft Homestead
	26	Tribe Sports Carnival	Gymnasium
	26	Pi Omega Pi Banquet	Kraft Homestead
	27	Robmec Social	Lodge
	28	S. G. A. Variety Show	Mt. Hebron
		War Memorial Benefit	
	28	Luncheon for State Board	Russ
June	1	Fhi Lambda Pi Dinner for Miss Littlefield	Robin Hood Inn
	2	W. A. A. Banquet	Chapin
	2	Alumni Executive Committee	Russ
"		Dinner and Meeting	
	5	Senior Ball	Hotel Suburban
	6	Baccalaureate	Amphitheatre
	7	Senior Picnic	Upper Field & Lodge
	8	Assembly - Senior	Amphitheatre
	8	The President's Reception for Seniors and Graduate Students	Russ
	9	Senior Banquet	Hotel Suburban
	10	Commencement	Amphitheatre
	16	Alumni Dinner for Dr. Fehr	Robin Hodd Inn
June 28	-		
July 10		China Institute of New Jersey	Campus
"	20	Faculty-Student Softball Game and Picnic	Upper Field & Lodge
	23	Inter-Dormitory Informal	Russ
	25	Dinner for U. N. Delegates	Russ
August	6	S. G. A. Informal	Russ
	8	N. S. A. Tea	Chapin
"	9	Dinner for Dormitory Graduate Students to meet Dr. and Mrs. Sprague	Russ
	13	Commencement	Russ

PICNICS

1947

September	22	Science Club	Fireplace 1
	23	Montclair Rotary Club	Upper Field and Lodge
October	9	Student	Hill 1
	16	Epsilon Mu Epsilon	Hill 1
"	19	Student	Hill 1
	29	Student	Hill 1
May	11	Mr. Shepard's Class	Hill 1
	13	Student	Hill 1
	17	Boy Scouts	Upper Field and Lodge
	18	Commuters Club	Hill 2
"	24	Geography Club	Hill 1
	24	French Club	Hill 2
	25	Business Education	Hill 2
	25	Sigma Phi Mu	Hill 1
	25	Zeta Phi	Hill 1
	26	I. R. C.	Hill 1
	26	College High School - 9th Grade	Hill 2
	27	Publications	Hill 2
June	3	Epsilon Mu Epsilon	Hill 1
	3	Mr. Morehead's Extension Class	Hill 2
"	8	Student	Hill 1
	9	Band	Hill 2
	13	Student	Hill 1
July	14	Student	Hill 1
	31	Student	Hill 1

Due to the nearness of the upper field picnic grounds to the veteran's homes, the majority of picnics have been scheduled at the fireplaces on the hill. They are designated as Fireplace 1, which is above the Amphitheatre, and Fireplace 2, which is on the hill in back of the Lodge.

CONFERENCEChina Markings

The Institute and Markings on China was held on the campus from June 29th to July 12th, 1947. Some of the members lived in Chapel Hall and all members used the dormitories, administration building, College High School and amphitheater for meetings and conferences. Special tables were set aside in the cafeteria for the Institute members.

Faculty Institute

The Faculty Institute of the State Teachers Colleges of New Jersey was held at Montclair on Monday and Tuesday, October 13 and 14th, 1947.

Edward Russ Hall was used to house women teachers and Chapel Hall for men to share, as well as several married couples from Trenton and Gloucester. Approximately 25 women and 20 men stayed overnight. Meals were served for members of all the colleges. Breakfast and dinner were served in Edward Russ Hall and lunches in the cafeteria.

Program

October 13

9:00 - 10:30	Registration - Coffee and Rolls	Russ Hall
10:30 - 12:00	General Meeting	Gymnasium
12:30 - 2:00	Lunch	Cafeteria
2:00 - 4:00	General Meeting	Gymnasium
6:00 - 7:00	Dinner	Russ Hall
7:30 - 12:00	Square Dancing	Russ Hall
	Cards	Chapin Hall

October 14

8:00	Breakfast	Russ Hall
9:00 - 10:00	General Meeting	Gymnasium
10:00 - 12:00	Sectional Meetings	Administration Bldg
12:30 - 2:00	Lunch	Cafeteria
2:00 - 2:45	Meeting	Amphitheater
2:45	Adjournment	

International Relations Club

Two hundred and sixty-seven students and thirty-eight faculty members representing 93 colleges and universities in the Middle Atlantic States and Canada attended the 1947 conference of the International Relations Clubs of the Middle Atlantic States and Canada held on campus November 8, 9, and 10 to discuss the problems outlined in Building World Peace.

The program, prepared by members of the Montclair International Relations Club, included a plan for ten study and discussion groups; five prominent speakers who addressed the plenary sessions on topics of international signi-

Finance; a business meeting to lay the groundwork for next year's conference; and a social program highlighted with an evening dance in Chapin Hall.

Speakers included Dr. Harry W. Gilman, president of Brooklyn College; Dr. George S. Counts, Columbia University; Dr. Alger Hiss, president Carnegie Endowment for International Peace; and Dr. Maurice Lenoir, president of the Canadian Union of Students.

Glassboro "Jeeper" Junket

A group of about 50 students and 3 faculty members from Glassboro State Teachers College stayed overnight on the campus on April 23, 1947, to start their annual trip through Northern Jersey. They arrived in time for dinner, about ten o'clock and left shortly after breakfast.

Alumni Homecoming Week-end.

This year, for the first time, the Alumni Association concentrated all of its activities into one week-end during which quite a few of the Alumni lived on the campus. The Association hopes and plans to make this an annual affair: 1) to stimulate interest in the Alumni Association; 2) to provide an opportunity for its members, who live too far away to make three or four visits a year, to take part in all of the major alumni activities; 3) to make possible a week-end reunion of everyone who would enjoy a few days on the campus. About 200 alumni husbands, wives, and children enjoyed either all or part of the 1947 week-end reunion.

Program

Friday, May 7th

6:00 P. M. Dinner - Rust Hall
7:00 P. M. Registration - Lounge, Main Building
8:00 P. M. Alumni-Student Ball; Ball Game followed by Square Dance - Gymnasium

Saturday, May 8th

8:30 A. M. Breakfast - Rust Hall
9:30 A. M. Coffee and rolls for new arrivals - Rust Hall
10:00 A. M. Faculty Entertainment - Rust Hall
11:00 A. M. General Session - Montclair, Present, Past, and Future
1:00 P. M. Luncheon - Rust Hall
Speaker - John H. Montmart, State Commissioner of Education
3:00 P. M. Foreign Exchange League Fiesta - Chapin Hall
4:00 P. M. Alumni Faculty Tea - Chapin Hall
5:00 P. M. Casino Time - Individual and club get-togethers.
7:00 P. M. Informal Dinner - Rust Hall

Alumni Homecoming Week-end (contin.)

9:00 P. M. Formal Dance - Chapel Hall
Informal-Movie and Arcade - Busch Hall

Sunday, May 9th

8:30 A. M. Breakfast - Busch Hall
9:45 A. M. Organ Selections - Busch Hall
10:00 A. M. Informal Talk
10:30 A. M. Selections - String Trio
12:30 P. M. Picnic Dinner - Recreation Center - Upper Field
2:30 P. M. Outdoor Concert - Amphitheater
College Choir
College Orchestra
College Band
3:30 P. M. Farewell

ADMINISTRATIVE

Registration in the dormitories 1947 - 1948

First Semester	Students
Chapin Hall	105
Russ Hall	115
Second Semester	
Chapin Hall	
During Senior practice teaching period, Feb. - April	99
April - June	107
Russ Hall	106
Summer Session	
Chapin Hall	15
Russ Hall	20

College Staff Living in Russ and Chapin Halls:

Chapin Hall

- Mrs. Hibbs - Housemother
- Mrs. Meade - Relief Housemother for Chapin and Russ, head of the Laundry
- Miss Herlihy - Assistant Nurse - 1st Semester
- Miss Moulis - " - 2nd Semester
- Two housemaids, one mailman, one kitchen worker.

Russ Hall

- Mrs. Maxwell - Housemother
- Miss Booth - Head Nurse
- Miss Oliver - Assistant Nurse - 1st Semester
- Mrs. Wehr - " - 2nd Semester
- Kitchen Men

On February 1, 1948, the dormitory fee for room and board was raised from \$10.00 to \$12.00 per week. At the same time the amount paid to student waitresses was raised from 50¢ to 60¢ per hour.

A change was made in the set-up of Russ dining room in September, 1947. Whereas the dining room had formerly been under the supervision of one of the housemothers, it was taken over in September, 1947, by the Food Service Department. According to the new plan, the Dean of Women still assigns the waitresses; but they are then responsible to and trained and supervised by the Food Service Department. This arrangement proved most satisfactory due

CO-EDUCATION (contin.)

to the close cooperation and mutual study and handling of problems by the Dean of Women and the Food Service Supervisors.

It was again necessary to have all meals served in double shifts for, in addition to approximately 300 students living in the women's and men's quarters, about 50 students - who were unable to secure living accommodations on the campus, - lived in private homes and took either some or all of their meals in Russ Hall. All serving was done this past year by 25 student waitresses.

Total period excused are figured on the basis of 3 periods allowed per day, since that equals 15 periods per week. This is slightly low since the average student carries 12 hours per week.

General Personal Excuses:

<u>Reason</u>	<u>No. of Days</u>	<u>Days</u>	<u>Hours</u>
Family illness	203	306	1018
Deaths	70	103	324
Substituting	18	18	54
Interviews	26	26	138
Transportation	98	98	294
Car Accidents	8	8	24
Personal Business	3	3	9
Cuts	144	144	432
Working	17	17	51
Court appearances	12	12	36
Fighting Forest Fires	2	2	6
Moving	6	6	18
Military Duty	4	4	12
Marriage	5	8	24
Giving Blood Transfusions	3	3	9
Religious Holidays	324	374	936
	<u>948</u>	<u>1177</u>	<u>3511</u>

Medical Excuses Handed to Personnel Department:

Illness Days 2933 Hours 8799

Total Number of Excuses

Personnel 948
 Medical 1859
2807

Total Number of Days

Personnel 1177
 Medical 2933
4110

Total Number of Hours

Personnel 3511
 Medical 8799
12310

12,310 Total Hours
Absent

MAJOR CHANGES IN 1947

In June of 1947, a men's dormitory was opened and all of the undergraduates were moved out of Chapin. During the summer session, men and women graduate students and married couples lived in Chapin Hall, women undergraduates in Rose Hall, and men undergraduates in Robert Hall, - the new dormitory which is located on the east campus. In September, Chapin Hall reverted to its' original status of an entirely women's dormitory.

Inasmuch as all clubs and many club organizations decided to run dances, the convenience of a dance almost every weekend became quite a problem. A system was worked out which has proven most satisfactory. A note was sent, as soon as the dances were planned, to the advisor of each organization sponsoring one. This note included the time, place, and date of the dance and the request that the advisor be responsible for the affair and that he be there from the beginning to the end. The administration and heads of departments, as well as various faculty members are also invited, and this past year has shown a decided improvement in the number of faculty members attending dances.

During the fall of 1947, the hospitalization fund was changed to make it possible for faculty and staff members to have the hospital's bill payment deducted from their salary checks. At the same time arrangements for this service were transferred from the office of the Dean of Women to the College Business Office.

A new handbook for dormitory students was compiled by the Dean of Women with the aid of the dormitory housemothers and student house councils. This handbook replaced the single sheet of regulations formerly used; and included not only dormitory rules and regulations, but also dormitory staffs, house councils, nearby places of interest, i.e., churches, movies, bus routes, etc.

SUMMARY

The year 1947-1948 was, I feel, very successful in terms of club and social activities. Four new clubs were given charters by the Student Government Association and all of the previously chartered clubs carried on active programs. The S. G. A. and all four classes resumed the holding of one formal dance a year. The innovation of the Alumni-Week-end will, I think, prove to be both popular and beneficial to the Alumni Association.

The call for student employment outside of the college diminished and the number of students looking for employment in the college increased. As a result of this, it became possible to obtain and place work scholarship students, both in the Administrative Building offices and in the dining room of Russ Hall.

Several of the conferences which were held on the campus were felt to be of great value to both the visiting participants and to the college students and faculty.

On the whole, I believe that the year of 1947-1948 was an interesting and successful year; and, although there is need for advancement in various areas of college life, I believe that with understanding and cooperation in all departments, we can look forward to a better year next year.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

Index

The first part of the book is devoted to a description of the various forms of the English language as they are spoken in different parts of the country. The second part is devoted to a description of the various forms of the English language as they are written in different parts of the country.

The third part of the book is devoted to a description of the various forms of the English language as they are spoken in different parts of the country. The fourth part is devoted to a description of the various forms of the English language as they are written in different parts of the country.

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Therese A. Brown
Author of
The English Language

REPORT OF THE DEAN OF MEN

Paul J. Ritter

1947 - 1948

1947 - 1948

1. INTRODUCTION
2. DEVELOPMENTS AND ACCOMPLISHMENTS
3. STATISTICAL SUMMARIES
4. PROBLEMS AND RECOMMENDATIONS

REPORT ON THE WORK OF THE

Year 1944

Page 1

1. INTRODUCTION

2. SUMMARY OF THE WORK

3. DETAILED REPORT

4. CONCLUSIONS

REPORT OF THE DEAN OF MEN

1947 - 1948

INTRODUCTION

A search through the annual reports reveals no previous report for Dean of Men. In May, 1947, the President, Dr. Sprague, after several conferences with the writer of this report, decided to establish the office of "Dean of Men". From the founding of the college there had been a "Dean of Women" and he thought the men should be represented on the administrative staff. At that time there were 584 men enrolled, 488 undergraduates. (Cf. Part V. Statistical Summary.) In addition to the enlarged enrollment there was the problem of "College Heights", with housing for 37 families and 74 bachelor veterans living on the hill - a total population of 140, including children. Beside the veteran problem, there is also the problem of the ordinary male college-age student, which group will increase as time goes on.

The principal duty assigned was to take care of "housing", other duties were added as the need arose. Disciplinary, social and recreational - as well as general welfare of the men's group - were added. (Part II.)

The office established was to be comparable to that of Department Head and/or Dean of Women; 3 units were to be allowed for administrative duties, and 12 units for teaching load; this was changed later to 10 units for teaching load. During the summer session (1947) the newly-appointed Dean of Men launched into his primary job of Housing. He taught two classes and devoted the rest of the full day to getting acquainted with his job and the intricacies of the housing problem. Applications were almost double the capacities available so that careful sifting of records was necessary. (Cf. Part III. Statistical Summary)

Dr. Sprague and Mr. Jackson carefully outline the major aspects of the Dean's position. Mr. Larry Clark, former Veteran's Counselor, and - most of all - the late Mr. Carl Snedeker, Business Manager, were most helpful in working out smaller details. It should be cited here that the Veterans of the campus owe a great debt of gratitude to Mr. Snedeker for his cheerful and generous attention to their affairs, far beyond the call of his duties.

11. DEVELOPMENTS AND ACCOMPLISHMENTS

Inasmuch as this is a "first" report, there are no "trends" to be reported; however, we can indicate major developments and accomplishments for the year 1947 - 1948:

A. HOUSING

For several months after the opening of the term (1947-1948) housing continued to be the principal job of this office. Studies of trends from 1947- 1953 were made. The details of how the demand was met is shown in Part III of this report. Unless demands change greatly, this reporter predicts that a fine balance can be struck between the demands for Married and Bachelor Housing so that the most pressing needs of each can be satisfied. In evaluating the problem Mr. Jackson made the laconic reply, "Well, I haven't heard any more complaints about housing."

B. MEN'S PROBLEMS (Veteran and non-Veteran)

While at present the Veteran problems loom large, those of the regular male college student will be more in evidence in the future. The average veteran is now 24 years old, while the college student is 20 years old. A Hallow'een Party (1947) was given for the 15 new married families moving in during October of the First Semester. An excellent attendance and interest was created. A

Married Veteran Committee functioning since February 1947 represents their interests. The committee is: Miles McMillan, Chairman, Emil Flynn and George Howland; later, Jack King and Leonard Blessing were added. Mr. Faruolo, Veteran Supervisor, and Mr. Morris Scibert, Veteran's Counselor, have done a fine job of handling the many detailed reports and affairs of the Veteran's Bureau.

C. DISCIPLINE AND SOCIAL CONTROL

During the period of this report, there were a few cases calling for discipline of men students. Two cases required close cooperation with Dean Sherwin; her cooperation was cheerfully and helpfully given. Even though we are largely a commuter college there are remarkably few cases of infraction of rules. From Wake Forest and other sections of the United States (Monthly Bulletin of the Dean of Men's Association), we note considerable resentment of the veteran to rules and regulations. A Men's Council for the Bachelor Veterans was formed of the House Chairmen to handle serious cases of infractions of rules. The committee was as follows: Morris McGee, Eugene Stepler and John Solomon.

D. SOCIAL, ATHLETIC AND RECREATIONAL EVENTS

The Dean and his wife attend all formal dances, such as Senior Week events and Junior Prom, also numerous informal events. For example, he assisted Dean Sherwin in entertaining the "Jersey Journey" trip organized by Dr. Harold Wilson of the Glassboro State Teachers College. Special housing was provided for visiting athletes and for the International Affairs Conference.

Even allowing for the fact that we are a commuter school, we feel that attendance at athletic events could be greatly improved and we hope to stimulate other faculty members and students to attend, - perhaps the "Tribe" and Girls W. A. A. could help.

E. PERSONAL ADVICE AND GENERAL WELFARE

An increasing number of men are coming for personal advice of all sorts. For example, one student asked, "Where can I go with a problem of this sort?" He had had a misunderstanding with a professor about an examination. An interview with the professor concerned settled the matter to the satisfaction of all concerned. The men of the college have been glad to have someone to take their problems to.

Numerous hospital and sick visits and enquiries are made. A Fire Department has been organized and snow removal facilitated. In brief, the position is approaching the twenty-four hour stage. Evening hours are punctuated by visits from residents for advice on cooking, health, job opportunities, and other topics.

III. STATISTICAL SUMMARIES

A. <u>Married veteran Housing</u>	<u>1947 - 1948</u>	<u>1948 - 1949</u>
Applications made.....	58	42
" granted.....	<u>37</u>	<u>37</u>
NOT housed or cancelled.....	21	5

B. <u>Bachelor Veteran Housing</u>		
Applications made.....	101	106
" granted.....	<u>82</u>	<u>74</u>
NOT housed or cancelled.....	19	32

C. Total Enrollment - Male, Undergraduate

	<u>1946 - 1947</u>	<u>1947 - 1948</u>
Veteran	393	488
Non-Veteran	<u>169</u>	<u>202</u>
Total	562	691

IV. PROBLEMS AND RECOMMENDATIONS

A. Housing

Every year we have from 20 to 40 men living off campus. This costs the individual from \$200.00 to \$500.00 in addition to his tuition and books. Most of these men are non-veterans, the regular college student, who has no government subsidy of \$90.00 to \$120.00 per month. If we had a permanent men's dormitory, this condition would be obviated. Thus, we would be doing something to attract men to the teaching profession, which is certainly a crying need.

B. FACULTY ASSISTANCE

We suggest the appointment of an interested faculty member to assist and advise this officer in the performance of his duties. He could be a member of the Men's Council and thus democratize and broaden the base of the group handling men's affairs.

By way of comparison Dr. Botts at Trenton State Teachers College has a faculty member to assist with men's affairs and two Student Assistants. At Glassboro Student Assistants get 2/3 of their board bill paid.

To take part in this great social experiment has been a great privilege. This reporter predicts that the older and married student have proven their worth and interest in higher education, and with some state or government financial aid it could be made a permanent part of our educational program.

PAUL J. RITTER

Dean of Men.

September 24, 1948

REPORT OF COLLEGE HIGH SCHOOL
1947-1948

REPORT OF COLLEGE HIGH SCHOOL - 1947-1948

I. Statement of the Purpose of College High School

College High School is a laboratory school which has been made an integral part of the State Teachers College of Montclair for the specific purpose of providing demonstration, observation and experimentation as a part of the professional education of teachers for the New Jersey secondary schools.

College High School has the distinct advantage of being led by a staff whose members have proved their ability to recognize and meet the needs of the public secondary schools as well as the various departments of the college. The laboratory school has no separate staff. The heads of the subject-matter departments of the college are also heads of the departments of the high school. The departmental heads and other members of the college staff teach the high school classes for demonstration, general observation and experimental research.

The high school is composed of one hundred and seventy selected students who have been chosen because they are physically, mentally and socially adapted to meet the needs of the educational program of State Teachers College. Because this selection has been most carefully supervised and because the pupils are taught by teachers who are nationally recognized, a school has slowly evolved which has been able to bring to its pupils an enriched and vitalized program of secondary education.

Not only does the educational program of the high school serve the needs of the teachers of secondary education in New Jersey but it also

serves the needs of the individual children who comprise its membership. The laboratory institution which effectively passes to the coming generation the heritage of the race, which brings to college students methods and procedures helpful to the cause of education and which brings to its children an individual and a socially recreative school life is fulfilling its mission. College High School seeks to achieve these ends. Its vital educational program has for its objectives, controlled experiences in subject matter fields which seek to keep its pupils physically fit, experiences which strive to give children mental and emotional balance, experiences which will help them to get needed information from books, experiences which will help them to choose vocations, experiences which will aid them to develop the ability to earn a living, including the preparation for entrance to professional schools, experiences which will lead to the maintenance of desirable social relationships, experiences which will develop leisure-time possibilities, guided experiences which will develop character, and preparation for citizenship in our American democracy, and experiences which will result in the acquisition of fundamental skills and processes necessary for an adequate participation in the vocational lives which they will lead.

A few of the special features of College High School may be listed as follows:

It is a laboratory in which experimentation is carried on for the purpose of improving methods of teaching and adjusting secondary schools procedures to social change. For the children, this may call for activities of continuous interaction between individuals, activities which will result in growth in social understandings.

It is a laboratory school in which there is constant effort to develop improved curricula, courses of study, extra-curricular activities, testing programs and guidance programs. This may bring to the children creative experiences that will result in cultivated, integrated and individualized personalities.

It is the laboratory in which there is an opportunity for the continuous observation of masterful teaching. This brings to the students of Teachers College a dramatized demonstration of guided learning processes in an idealized setting. To the pupils of College High School this feature not only has the advantage of interesting guidance by masters in the various subject-matter fields, but it also assures expert direction in the acquisition of the fundamental skills necessary for vocational living.

The few purposes listed above will serve as an indication of the type of the many special opportunities which College High School offers to students of secondary education and to the children of the school.

II. Trends and Developments

1. College High School has continued to maintain the purposes outlined in Part I of this report. This has been difficult at times because of the crowded conditions under which we are working. We exist "amid" our working observers and not as a separate institution. Sometimes it is difficult to distinguish between high school students and college students since so many college classes were scheduled in the high school building. As the college program unfolded during the year the limitations ceased to impair our own program and improved it in some respects. An

integration of functions resulted and the high school continued to maintain its identity.

2. The junior high school program received a marked change in 1947-1948. The activities program has been developed so that it will conform more directly in consonance with the purposes and with the aims of a real junior school. Observations in the junior high school were materially increased during the year.

III. Statistical Data

Enrollment

	7th	8th	9th	10th	11th	12th	<u>Total</u>
Boys	17	15	13	11	15	14	85
Girls	12	15	17	16	16	13	89
<u>Total</u>	29	30	30	27	31	27	174

Number of teachers devoting full time to College High School: 2

Number of teachers devoting part time to College High School: 33

Number of graduates June 1948: 27

RECORD OF OBSERVATIONS

September to June

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	<u>Total</u>
English	470	709	447	370	394	66	89	94	101	11	2751
Soc. St.	212	658	717	450	350	137	205	454	357	28	3568
Math.	277	714	477	225	379	403	509	454	222	18	3678
Sci.	118	174	40	50	5	3	22	79	26		517
Lang.	82	169	91	52	55	42	38	33	40	5	607
Misc.	9	23	9	10	7				3	2	63
P.T.A.		200	200	200	200	200	200	200	200		1600
<u>Total</u>	1168	2647	1981	1357	1390	851	1063	1314	849	64	12784

IV. Staff and Staff Changes

The staff has responded cheerfully and ably to the crowded conditions. Our institution has acquired a more youthful outlook because of the young teachers whom we have added to the staff. I do not believe we have ever attained the high level of content and active creative work which we now have in College High School.

V. Recommendations

1. We need room. Our building is old. The furniture is falling apart. This condition cannot be continued indefinitely. More money must be given to the construction of a new building. New furniture and equipment must be purchased with the new plant. It would be a grave mistake to attempt to make our old equipment fit into a new plant.

2. An increased salary schedule is sadly needed. Discontent will eventually come with the pressures of actual need if this condition is not remedied. We have accomplished unusual results because of the new release of energy following the war, the inclusion of new, young blood on our staff and the upsurge of idealism in the older members of our staff who have worked in College High School. But this will not continue unless changes are made in working conditions and in the actual material improvement of our salary schedule. Buildings, material and adequate salaries must be worthy of masters in the teaching profession.

Arthur M. Seybold

(Director of College High School)

Copy # 3

PUBLIC RELATIONS OFFICE
Evelyn Oelen, Director

REPORT Spring - Fall
1947
Spring - 1948

Objective:

The integration of community living at MONTCLAIR STATE TEACHERS COLLEGE into a communications flow coming from and returning to the college personnel and continuing through press, radio, motion pictures and personnel - speaking, visiting, supervising, living professionally and privately as teachers and citizens.

Procedures:

The average person has a reluctance to consider himself news, or open to the public interest. The first job of the college public relations office is to know the college personnel -- all of it -- either through extensive personal acquaintance and /or others in contact jobs. The second job is to convince the individual that his pursuits are important to the general picture of the life of the college. The third and most difficult job is to get correct pieces of news, on time, and with full data. The interpretation of the life of an institution is limited only by the time available to get information and the imagination to explore its general human implications.

Assigned at mid-term (February, 1947), I maintained the College News Bureau service to the press chiefly. The inclusion of radio script writing in my teaching schedule prepared the way for use of this medium on a more representative basis for the college than previous sporadic use.

By the end of the third semester of radio teaching (2 s.h. per term) the college had had three student written programs on one station, directed by me, four music programs transcribed at the

PUBLIC RELATIONS OFFICE

REPORT by Oelen p 2

college for 15-minute series broadcast during the summer, and two programs, one a four-student discussion on Montclair as a higher education opportunity, the other a dramatic student-acted script based on the Commissioner of Education's report, written and directed by me, over the Newark Board of Education station. The other programs were on commercial stations. In addition, the college sent training personnel to a television broadcast for several days for paid participation in technical work and students from the radio class helped run CBS network one day by request.

This experience, plus the purchase of necessary studio and recording equipment for high fidelity records, plus the interest of the speech department and a staff of student engineers, should result in regular broadcasting weekly during 1948- 1949.

Thus the college slowly gains access to a powerful medium, a library of records, and through participation, the training teacher absorbs the ability to use school environment for art and information.

#

The list of newspapers to which my releases are sent is attached. News is located by the address of the person whom it concerns, distributed statewide (and to radio news offices), and to a selected list nationally. The Educational Press Association bulletin is used for selected mailings, as are other special guides.

A club and faculty calendar sheet is put in all mailboxes regularly (sample attached). It serves as a source of data and a record of voluntary participation in public relations. It is filed by department. News of public events on campus monthly goes to

AROUND TOWN, a central calendar put out by the Montclair Development Board. Events with complex news value are treated in a series of releases over a period of time. Feature press and magazine articles are encouraged whenever possible.

Visits to editors and city desks of all major papers around the college location were made when I was first assigned; revisits to some and new visits to others were made this summer on a special issue. News is frequently delivered by hand for some special reasons. Much news is asked for by telephone and by personal visit from the press.

Paid advertising was placed through the public relations office for this past summer term. Complimentary subscriptions were asked from the base mailing list (attached) and a large number (over half) have acquiesced.

The MONTCLARION, student paper, established cordial relations with the news bureau long ago. We exchange stories in the draft stage or even earlier. By the end of the first term of my assignment to the faculty I was asked if I "minded being elected advisor" to the paper. The new editor has just repeated the question for the third term. Thus I serve too on the Student Publications Board.

News gathering and dispensing suffers most under poor facilities and short personnel because news dies fast. 25 hours of my time per week and 10 hours typing aid for mailing out stories was allotted until the present (Fall, 1948). Two students were approved last term through work scholarships but were not available; one has reported this term. The public relations office typewriter was used for the English office and my teaching needs such as preparation of radio scripts for broadcast. No regular pattern, such as I would

like to establish, has been possible when the typewriter, the typist, and the news-gatherer-writer were all subject to many other demands. I do not believe any essential press work is overlooked even under these conditions.

#

The SCHOOL FOR EXECUTIVES in Estes Park, Colorado, August, 1948, had exhibit material from us;

The news bulletin of the AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION public relations officials used my job report in its first issue;

ILLINOIS STATE NORMAL UNIVERSITY used our radio work in a national survey of public relations officials and the teaching of radio in colleges;

Neighboring SCHOOL SYSTEMS and our own GRADUATE SCHOOL FACULTY have borrowed our broadcast transcriptions and scripts for demonstration purposes;

I have assisted High school visitors, classes and groups from other institutions, foreign and American educators to see and understand the school while on the campus;

I have addressed the FACULTY MEETING for five minutes on public relations and had one notice about AROUND TOWN in the Dean's office notices to the faculty;

I have worked with the press on campus and at special events held off campus to which we personally invite representatives;

et al.

#

The referendum stage of the building campaign now creates additional public relations motivations in the personnel. This has

-MORE

spread from a very small number to a general planned activation of members and friends of the college family. While this campaign is considered a special activity, to me it is sound building material for our permanent public reputation. I have served in many capacities around this campaign. The immediate hurdles are high. It is also important to remember that many years of proper attention to the public's gift of buildings will be necessary - should the college obtain it. To me, we are now at the barest beginning of the building program.

#

Recommendations:

I recommend that I further raise the level of voluntary participation, especially of the faculty because they set the example;

that I broadcast regularly, involving new departments and new stations;

that I service all participants with facts on buildings;

that I bring more people to the campus;

that I help build county alumni representatives;

that I better my working conditions, specifically location. I now have between twenty and forty interruptions per day ON BUSINESS NOT RELATED TO MY JOB. The desk which is the public relations office is cornered by veterans, personnel and dean's office visitors - we become the receptionist - also ineffective and out of sorts. The Summer Director reports the same nuisance.

I recommend to the administration that it continue a public relations committee of the faculty (and add students). This committee, as it did function, saw that the entire conduct of the personnel is involved in public understanding.

-MORE

PUBLIC RELATIONS OFFICE

REPORT by Oelen p 6

I recommend to the administration that I join the American College Public Relations Association in the name of our school; that some consideration be taken of my film reputation in the matter of attending conferences which may occur during the school year. (I was delegate from the Newark Film Council to the Film Council of America this summer and have been known in this field for many years.)

I recommend that the college purchase radio time if necessary to get regular weekly broadcasts throughout the school year.

I recommend that this office place our paid advertising.

I recommend that a course in school public relations replace English Composition in my schedule when conditions permit; that such a course might alternate with Introduction to Radio, a second-year offering prior to specialized work in scripting and directing, as suggested by the head of the English department; that the radio electives be listed on tentative registration lists since for all but the first term the course has not been so listed although approved by the Dean and the department and desired by the President.

#

I appreciate the continuation of public relations through a Summer Director this year, his conduct on the job and in keeping me informed. I hope he will continue assigned to assist the office in its news functions. The library has asked us to release the 10 hours typing assigned us from one of their staff. This phase of the work is the foundation of all else, and it has been most accurate and prompt. We agree with the release to be effective on replacement since we are already processing several stories daily.

Respectfully submitted, *Eileen Oelen*

PUBLIC RELATIONS OFFICE, STATE TEACHERS COLLEGE, UPPER MONTCLAIR, N.J.
 Mrs. Evelyn Oelen, Director

Montclair 2-9210

Mail _____ to those checked:

Wayne D. McMurray, ed.	ASBURY PARK EVENING PRESS	Monmouth
J. Lyle Kinmouth, ed.	ASBURY PARK SUNDAY PRESS	Monmouth
Francis E. Croasdale, Ed.	ATLANTIC CITY PRESS	Atlantic
Robert J. King, ed.	BERGEN EVENING RECORD	Bergen
295 Main St., Hackensack	BLOOMFIELD INDEPENDENT PRESS	Essex
Joseph C. Duval, ed.	BEILLEVILLE NEWS	Essex
Miss L. H. Blanchard, ed.	BOONTON TIMES BULLETIN	Morris
Frank H. Ryan, ed.	CAMDEN COURIER-POST	Camden
W. Hilton Higgins, ed.	CALDWELL PROGRESS	Essex
Harry R. Gill, ed.		
87 E. Blackwell St.	DOVER ADVANCE	Morris
A. J. Weisner, ed.	ENGLEWOOD PRESS	Bergen
Fred L. Crane, ed.	ELIZABETH DAILY JOURNAL	Union
Mary Flanagan, ed.	EAST ORANGE RECORD	Essex
H. Lawrence French, ed.	FREEHOLD TRANSCRIPT	Monmouth
Walter S. Gray, ed.	IRVINGTON HERALD	Essex
J. Albert Dear, Jr., ed.	JERSEY JOURNAL	Hudson
John W. Cresbaugh Jr., ed.	MONTCLAIR TIMES	Essex
Wm. P. O'Neill, ed.	MORRISTOWN DAILY RECORD	Morris
Ronald Dixon, day city ed.		
217 Halsey St.	NEWARK STAR LEDGER	Essex
Edward Burke, manager		
28 Church St., Montclair	NEWARK EVENING NEWS	Essex
Russell D. Hay, ed.		
386 Franklin St.	NUTLEY SUN	Essex
John K. Quad, ed.	NEW BRUNSWICK DAILY HOME NEWS	Middlesex
Wm. J. Madden, ed.		
17 North Essex Ave.	ORANGE TRANSCRIPT	Essex
L. G. Angevine, ed.	OCEAN CITY DAILY SENTINEL-LEDGER	Cape May
Peter Fleming, city ed.		
31 Church St.	PATERSON MORNING CALL	Passaic
Mr. Dixon, city desk		
141 Ellison St.	PATERSON EVENING NEWS	Passaic
Alvin B. Ritch, city ed.		
140 Prospect St.	PASSAIC HERALD-NEWS	Passaic
Max L. Simon, ed.		
44 Hamilton St.	PASSAIC-PATERSON SUNDAY EAGLE	Passaic
Paul E. Smith, ed.	PLAINFIELD COURIER-NEWS	Union
Thomas I. Brown, ed.	RED BANK REGISTER	Monmouth
Gregory Hewlett, ed.	SOUTH ORANGE RECORD	Essex
Norman S. Garis, ed.	SUMMIT HERALD	Union
James Kerney Jr., ed.	TRENTON EVENING TIMES	Mercer
James Kerney Jr., ed.	SUNDAY TIMES-ADVERTISER	Mercer
John Mitchell, ed.	HURON DISPATCH (Union City)	Hudson
J. Frank Wilson, ed.	WOODBURY DAILY TIMES	Gloucester
Robert Macdonald, manager	WAAT, Hotel Sheraton, Newark	Essex
B-B Cadden, news ed.	WPAT, 7 Church St., Paterson	Passaic
Max Leighton, ed.	VINELAND TIMES JOURNAL	Cape May

PUBLIC RELATIONS OFFICE
Mrs. Evelyn Oelen, Director

STATE TEACHERS COLLEGE
Upper Montclair, N.J. 1948

CLUB and FACULTY CALENDAR

Please enter all your speaking engagements, publications, meetings, and other letters of academic note for the month of April.

A copy of each story based on this information will be given to you to check before it is released. - E.O.

April 10 - Speaking to Southeastern Section,
American Camping Association,
Asheville, N.C.

April 5 - Speaking to youth workers-
council of Essex County - Lowell.
12:15

October.

Red X HQ.

3/24



Ed. Barndt

(Please sign. - E.O.)

COLLEGE NEWS BUREAU
N. J. STATE TEACHERS COLLEGE
UPPER MONTCLAIR, N.J.
Mrs. Evelyn Oelen, Publicity
Montclair 2-9210

For Immediate Release

Four outstanding leaders in labor-management relations in the state are scheduled to assist General Supervisor of Belleville Public Schools, Evan H. Thomas, in teaching a practical course in "Vocational Guidance" at the Montclair State Teachers College Summer Session opening July first.

Glenn Gardiner, President of the State Chamber of Commerce, Leo Carlin of the American Federation of Labor, and past president of the Board of Education, Newark; Mr. Walter Kidde, son of the founder of the Kidde enterprises, and Mr. William Orchard, manager, Wallace and Tiernan, Belleville, have accepted invitations to participate in this course designed to give high school counselors and other students at the master's degree level, an insight into industrial organization which will increase their ability to counsel students entering plants and businesses. Field trips to four large plants in Belleville, Nutley and Bloomfield with plant staff guides will add further first-hand knowledge to the student's experience.

Mr. Thomas' lecture plan includes all areas of "work" in the modern world where the individual must fit himself into large organizational relationships both on the management and labor sides of his occupation. A course to increase teachers practical knowledge of the industrial family has been long suggested by the N. J. State Board of Education. The post-war settling down has finally made it possible to get personalities of real stature to participate, and to gain entrance to plants for tours.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

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A convocation of the China Institute of New Jersey will be held for the fourth consecutive year in the outdoor amphitheater of Montclair State Teachers College at 10:30 a.m. Friday, July 11. For the last four years the college has acted as host for the summer school activities of this study group. Chief speaker at the convocation will be Dr. P. C. Chang whose topic will be "China and World Civilization."

Dr. Chang is well-known to American audiences as the Chinese representative to the Economic and Social Council of the United Nations, with the rank of Ambassador. He is also vice-chairman of the Human Rights Committee of that Council. His varied and colorful career took him from Nankai University in China, where he was formerly professor, to fill first the posts of Chinese Minister to Turkey and Chile. Later he was appointed to the U. N. Dr. Chang is also famous in the United States for having introduced Chinese drama, under the artisanship of the Chinese star, Mei-lanfang, to American audiences.

Dr. Chih Meng, director of the China Institute of America, is in charge of this year's session. He has announced that over 70 students and teachers are enrolled in the summer course on China. Mrs. Charles W. Perdue of Montclair is president of the New Jersey Institute, and has devoted much time and effort toward making the course a success that it is. She has been assisted in this work by one of the original founders of the Institute, Mrs. Phillips Greene, also of Montclair. Proof of the effect of their work is seen in the increased yearly enrollment in the group. The courses are designed chiefly to fit the needs of New Jersey teachers who wish to bring an understanding of China to their pupils. In the morning, students attend classes covering aspects of the study of Chinese history, philosophy, geography and the like. Classes are led by nine Chinese scholars, all outstanding authorities in their fields. In the afternoons, time is devoted to artistic and practical workshops which undertake the singing of Chinese songs, learning Chinese folk dances, and related cultural and artistic studies.

The folk dances are led by Miss Tai Ai-lien, noted dancer, and it is expected that Miss Tai and a group of her pupils will give a demonstration of their work at the convocation. The pretty, diminutive Chinese dancer has been doing research for years in the interior regions of China, where she traveled over mountains, on foot and horseback, in search of the little-known folk dances of ancient China. She wears in original, colorful costumes brought from these travels.

Dr. Harry A. Sprague has given his warm support to the Institute, and Dean of Instruction John D. Messick and Dr. Felix Wittmer, a member of the board of the China Institute, have also aided the group in an advisory capacity.

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ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1947-1948

I. TRENDS AND DEVELOPMENTS

A. Instruction

The content and distribution of lectures by the Library Staff was not changed from the previous year. However, because the Librarian made arrangements to be absent from the College during the summer, it appeared wise to initiate other members of the staff into the program. Therefore, Miss Fantone shared with Miss Cook the teaching of Sophomore Composition classes, and Miss Cridlebaugh took over for the summer (and spring) the lectures to Seniors and graduate students. Upon notice of the Librarian's resignation, Miss Cridlebaugh began to prepare to take over the entire program.

It is recommended that Miss Cridlebaugh continue to give this instruction under a new librarian, if one should be appointed, because of her full knowledge of the faculty, the program, and the library's facilities. A new librarian will have enough to do to learn the College, during her first year.

B. Accessions

Statistics of accessions and withdrawals will be given in Part IV.

It will have been noted that since the year 1940-41, the totals of books withdrawn have been small, in comparison with previous years. This is explained by the fact that no inventory has been taken since the summer of 1941, the last year in which we had a W.P.A. staff to take part in an inventory, and time between sessions to devote to it.

Withdrawals, therefore, during the last seven years, have included only books actually reported lost or books discarded by reason of obsolescence, or complete physical disintegration.

C. Circulation

A statistical summary of circulation of books and other materials will be given in Part IV.

Examination of the totals shows the following trends:

The circulation increased 7,535 items over the previous year. Of this, 4,396 was in circulation of units from the teaching aids service, a 400% increase. Most of this took place during the three months during which seniors were doing student teaching. No doubt the schools of New Jersey were inundated with film-strips, slides, records and pamphlets.

The total increase in circulation was not commensurate with the increase in the student body. This was to be expected, as the book stock is insufficient in duplicates needed. The largest circulation in one day was 633,

ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1941-1942

I. INTRODUCTION AND OVERVIEW

A. Introduction

The current and distribution of books by the library staff was not changed from the previous year. However, because the library staff attempted to be aware of the College during the summer, it expected also to include other members of the staff into the program. Therefore, the staff shared with the faculty the teaching of business courses, and the staff shared with the student (and staff) the teaching of history and government courses. The staff of the library's collection, the staff shared with the student to provide the entire program.

It is recommended that the staff share with the staff the entire program. It is recommended, it was decided to be organized, because of the staff's staff, the faculty, the program, and the library's staff. A new library staff have enough to do to leave the College, during the year.

B. Acquisition

Statistics of acquisitions and expenditures will be given in Part IV.

It will have been noted that since the year 1940-41, the staff of books which have been staff, in comparison with previous years. This is explained by the fact that no inventory has been taken since the summer of 1941, the last year in which we had a P. S. staff to take part in an inventory, and the staff shared with the student to provide the staff.

Statistics, therefore, during the last seven years, have included only books which have been staff, in comparison with previous years, or non-physical statistics.

C. Circulation

A statistical summary of circulation of books and other materials will be given in Part IV.

Statistics of the books show the following results:

The circulation increased 7,312 from the previous year. The staff, 4,350 was the circulation of books from the teaching and staff, a book inventory. Most of this book inventory during the summer months during which students were taking student teaching. In doing the staff of new books were included with the staff, staff, records and statistics.

The staff increase in circulation was not commensurate with the increase in the staff books. This was to be expected, as the staff is staff. The staff is staffed during the year. The staff is staffed during the year.

- 2 -

on Thursday, March 25, the day before Easter recess. The average was 233½. Both of these are greater than comparable figures during the previous year, when the largest was 484, and the average 217.

D. Evening Attendance

The College Library was open for use four evenings a week for part-time and resident students. The total evening attendance recorded for the 131 evenings between September 10 and June 3 was 6,255, or an average of 47.7, an increase over the previous year's average of 44.2. The highest attendance recorded was 81, on May 17. The actual attendance was much greater, for many graduate students and faculty members do not sign the attendance sheet.

E. College High School

Statistics of book use will be given in Part IV. The circulation shows that one-fifth of the books loaned from the College High School Library go to College Students. Part of this is to be explained by the fact that three sections of English 301A (Literature for Adolescents) used the C.H.S. Library as a laboratory. This does, however, make a serious drain on books intended for the students of the High School, and should be made unnecessary by the provision of a laboratory collection of books for adolescents in the College Library. Space will be available for this in the section of the Library to be called the Curriculum Laboratory.

The College High School Library, we understand, is to be painted this summer, and arrangements for new chairs and an additional filing case have been made. The Librarian needs two new tables to replace broken ones, and a portable typewriter which can be used at the charging desk. These have been requested several times.

Arrangements have been made for a special card to be issued to Juniors and Seniors in the College High School, so that they may use the College Library for special research, without daily requests for permission from the High School Librarian. This should give these older students an opportunity to learn how to use a larger and more scholarly collection, and give them, also some much needed respect for the College.

The High School Library needs more room for books. Annual withdrawals have been necessary to keep the collection at 3300, the maximum number of volumes which it is able to hold. This has occasionally meant withdrawal of books which might have continued to be useful in order to make way for newer and more frequently useful ones. There are only two ways of increasing shelf space in the High School library: either by placing small low cases between the tables, causing temptation to appropriate books into briefcases and pockets, or by enlarging the room.

If the High School building is to have an addition built, as planned, provision for a new Library, at least twice the size of the present room, should be made. If the demonstration school is to include the lower grades, it is probable that two libraries should be provided, placing a librarian in each, and making the division in books and services between the 7th grade and the 8th. In working with young people it becomes more and more apparent that this is a better place to make a division than between the 6th and 7th.

The new libraries in the demonstration school should have adjoining them, or between them, a classroom for the use of both librarians and other teachers who wish to make use of library materials for laboratory lessons, without closing the libraries to individual students using the libraries for their own purposes. Neither should it be permitted to close the library to students in order to provide meeting place for P.T.A., or College or High School clubs, or faculty meetings. The High School Library has repeatedly been used for such purposes, and its service to students as a learning tool thereby curtailed.

The system of treating the Demonstration School Library as a branch of the College Library should be continued. The advantages in efficiency in ordering and cataloguing books, and in the fact that High School books are listed in the catalogue of the College Library, are inestimable. This efficiency may be counted both in service and cost. The supervision of the school library by the Librarian of the College makes also for a uniform policy of purchase and service which cannot so easily be secured by cooperation between people of equal responsibility.

F. Teaching Aids Service

1. Circulation of units: Statistics are included in the general circulation statistics in Part IV.

2. Publication of the Teaching Aids Service:

Free Teaching Aids Series. 1948. vol. 1

Receipts from sale of publication totalled \$290.00 for the second semester.

3. Montclair Sound Film Library: Many schools participated.

4. Undergraduate use of the Department: Many students collected material for their own collections of teaching materials. In addition many students were met in individual conferences. Pamphlets in classroom quantities were secured for several members of the faculty.

5. Staff: On Easter Sunday, Dr. Lili Heimers, Director of the Teaching Aids Service, suffered a stroke of paralysis which has left her helpless ever since. Arrangements are being made for her resignation, when she has had the full benefit of sick allowance. Miss Stefanie Dunkhase, a Senior student, who has helped Dr. Heimers and is thoroughly conversant with the routines of the Department, took

charge of the activities, and the rest of the student staff, and has done an excellent job of "carrying on." Miss Dunkhase's appointment as Assistant Instructor to continue these activities awaits her graduation from college in January, 1949. A reorganization of the activities of the department, in connection with the new Audio-Visual Aids Service (a rental service for films, filmstrips, slides and recordings) under Miss Emma Fantone, with the assistance of Professor Bye, in his capacities as Director of the New Tools for Learning Bureau and Chairman of the Audio-Visual and Teaching Aids Committee, should make for better coordinated service, and continued cooperation with the College Library.

G. Audio-Visual Equipment Service

A statistical report will be given in Part IV.

II. STAFF

A. Members of Staff

Miss Margaret G. Cook, Librarian, Instructor in English
Miss Anne Banks Cridlebaugh, Assistant Librarian, In Charge of Reference Room
Mrs. Florence Holmes Brainerd, Library Assistant, Supervisor of Loan Desk, Cataloger
Dr. Lili Heimers, Director of Teaching Aids Service, Instructor
Mrs. Mollie C. Winchester, Librarian of the College High School, Instructor
Miss Emma Fantone, Assistant Instructor in Audio-Visual Aids, Library Assistant
Miss Frances Hedden, Library Assistant at Loan Desk
Mrs. Elizabeth R. Champney, Assistant Instructor, Assistant Cataloger

B. Staff Changes

1. Mention of the continued illness of Dr. Heimers was made in I, F., above.
2. The Librarian presented her resignation on June 23rd, to accept the position of Associate Professor of Library Science at the School of Library Science at the Drexel Institute of Technology, in Philadelphia.

As stated in her letter of resignation, this decision was made with some regret, for conditions at this college have been in many ways ideal for a librarian - relationships with administration and teaching staff being unusually cordial and cooperative. The librarian, felt, however, that the opportunity to train new librarians could not be allowed to escape.

III. RECOMMENDATIONS

A. Staff

Recommendations for rearrangement of the existing staff have been made in the Librarian's letter to the President of the College dated July 17, 1948. Suggestions as to possible people to fill the existing vacancies are included there.

[illegible]

U.S. AIR FORCE

5439 . II

[illegible]

1. The purpose of the confidential informant is to determine the extent of the activities of the Communist Party in the United States and to report the results of such activities to the Federal Bureau of Investigation.

[illegible]

B. Expansion of Library Space and Services

The plans now being worked on as to the disposition of Room 6 and the intervening rooms for the Audio-Visual, Teaching Aids, and New Tools for Learning Services include the use of what is now the office of those services as a new office for the College Librarian. I recommended that use of the room several years ago, but it was not then possible. Plans for the best use of the room have already been made and are available in your files, and in the Librarian's.

This change will free the space now used as librarian's office and catalog room, etc., for use as a Curriculum Laboratory, containing the Textbook Collections and the Courses of Study. This will be especially useful to courses in Methods of Teaching, and to Graduate students and teachers in service.

It seems to me that further expansion of the Library should be confined to the West end of the building, keeping the Library's services to faculty and students in a more or less compact unit.

The present Room 3 and Room 5 would make an excellent classroom-laboratory unit, where books for high school students and for children would be available to college students, particularly in the courses in methods and in Adolescent reading. This would relieve the High School Library of the necessity of supplying books to college students which should be for the sole use of C.H.S. boys and girls. The librarians' courses on the use of library materials could be given in these rooms, as well as the incidental lectures which she is frequently asked to give to various classes.

The entire wing which now contains Rooms 1 and 2 and the offices of the English Department should be made into one large room for Reserve Books and Reserve Reading Room, freeing the large reading room for reference and general reading.

These two changes might well be made even before the downward expansion into the basement for stack room, receiving and shipping department, and book-mending shop, for the addition of these two units would relieve stack congestion for a short time, and provide additional seating space. They would, of course, require the addition of a new staff member for each of the two units, on a sub-professional level, since they could not be entered through the main entrance to the library without enormous building changes.

C. Library Book Budget

The present discrepancy between increased enrollment and only slightly increased book funds should be eliminated. The fact that the library at the Trenton Teachers College, where the student body is smaller than ours, has one thousand dollars more to spend this year for books than we have, is due to a long standing fallacy in the allotment of funds. It is quite ridiculous that library books, periodicals, and binding services, all practically permanent equipment, should be part of the Educational Supplies budget, which is otherwise for expendable material. It is this fallacy which has created the discrepancies mentioned above, and which gave the library more to spend in years of low enrollment than now.

The College Library, with an undergraduate enrollment of about 1350, and a graduate enrollment of several hundred, and 100 faculty members, has now a budget for books, periodicals, and binding, of \$6,000.00, at a time when the costs of all three are at the highest levels so far. In 1931-32, with an enrollment of about 600 undergraduates, no graduate students, and a faculty of about 50, the same item in the budget was \$7200.00, when books and periodicals cost approximately one-half of what they cost today, and binding exactly one-half its present cost.

For example, in 1931-32, for approximately 200 periodicals we spent less than \$500.00, or about \$2.50 per title. The expenditures for approximately 300 periodicals for the year 1948-49 is just over \$1200.00, or \$4.00 per title.

According to what might be considered a minimum standard of \$10.00 per student and faculty member, this College Library should be spending about \$16,000.00 for books, periodicals and binding for the College, and at \$5.00 per High School Student, \$900.00 more, instead of the \$6,000.00 available for the two together. By the standards of the American Library Association it should be still more.

The College cannot provide the best library service with a book stock inadequate in both number of titles and number of copies of necessary books. Expansions in the curriculum to provide training for teachers of elementary grades, or junior-college grades, should be preceded by provision for extraordinary expenditures to purchase basic collections in each new field. Even a new course should have special provision for new books to fulfil its needs. Only by anticipating such changes can the library book stock provide the fundamental support of the curriculum which modern methods of teaching require. Membership of the Librarian in the Administrative Council would be one way of giving her warning that changes are impending, and that long-term planning is necessary, but only adequate funds for book purchases can make it possible for her to give the kind of service that a good librarian feels obligated to give.

IV. STATISTICAL STUDIES

A. Library Expenditures

| | <u>Regular Budget</u> | <u>V.A. Funds</u> | <u>Total</u> |
|---------------|-----------------------|-------------------|------------------|
| Books | \$2767.09 | \$1493.86 | \$4260.95 |
| Periodicals | 336.09 | | 336.09 |
| Binding | 794.56 | | 794.56 |
| Supplies | 512.80 | | 512.80 |
| TOTALS | \$4410.54 | \$1493.86 | \$5904.40 |

It will be noted that the amount spent for periodicals was smaller than in previous years. This was due to the fact that a large portion of the library periodical budget for 1947-48 was paid out of funds available at the end of 1946-47. With the increases in periodical subscription costs, within the past year, it is to be expected that periodical subscriptions for the college and high school libraries will come close to \$1000.

Total expenditures for the year ending June 30, 1947 were \$4984.35 or \$920 less than this year. As the recommendations as to budget in this report and that of 1946-47 clearly show, this sum is far from adequate for a college with as large a student body, and as varied a curriculum as this one.

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B. Accessions and Withdrawals

| | <u>Main
Collection</u> | <u>Textbook
Exhibit</u> | <u>Total
Main</u> | <u>High
School</u> | <u>Total</u> |
|--------------------------|----------------------------|-----------------------------|-----------------------|------------------------|--------------|
| In Library, July 1, 1947 | 47,519 | 3,475 | 50,994 | 3,245 | 54,239 |
| Additions | 2,902 | 368 | 3,270 | 264 | 3,534 |
| Withdrawals | 288 | 37 | 325 | 227 | 552 |
| Net Gain | 2,614 | 331 | 2,945 | 37 | 2,972 |
| In Library, July 1, 1948 | 50,133 | 3,806 | 53,939 | 3,282 | 57,221 |
| Cataloged pamphlets | 7,189 | 12% of total | | | |
| Duplicate copies | 14,144 | 24.7% of total | | | |

C. CIRCULATION TOTALS

Monthly totals of books loaned:

| | <u>Non-reserved books</u> | <u>Reserved Books</u> | <u>Teaching Units
Incl. in Total</u> | <u>Total</u> |
|---------------------|---------------------------|-------------------------------|--|--------------|
| July, 1947 | 3,920 | 1,703 | 45 | 5,623 |
| August | 1,189 | 277 | 29 | 1,466 |
| September | 2,820 | 1,098 | 102 | 3,918 |
| October | 4,452 | 1,518 | 188 | 5,970 |
| November | 3,988 | 1,074 | 218 | 5,062 |
| December | 3,738 | 985 | 197 | 4,723 |
| January, 1948 | 4,288 | 1,405 | 160 | 5,693 |
| February | 5,562 | 970 | 535 | 6,532 |
| March | 5,776 | 1,364 | 573 | 7,140 |
| April | 5,958 | 1,012 | 328 | 6,970 |
| May | 6,211 | 1,087 | 165 | 7,298 |
| June | 1,624 | 732 | 61 | 2,356 |
| TOTAL | 49,526 | 13,225 | 5,481 | 62,751 |
| Total High School | 10,605 | | | 10,605 |
| GRAND TOTAL | 60,131 | | | 73,356 |
| Total Previous Year | 65,821 | Increase 7,535 (11% increase) | | |

D. EVENING ATTENDANCE

| | |
|-----------|-----|
| September | 480 |
| October | 836 |
| November | 660 |
| December | 535 |
| January | 649 |
| February | 608 |
| March | 874 |
| April | 757 |

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Evening Attendance (Continued)

| | |
|------|-----|
| May | 742 |
| June | 114 |

Library open evenings September 10, 1947 to June 3, 1948

| | |
|----------------------------|---------------|
| Highest evening attendance | 81 recorded |
| Average evening attendance | 47.7 recorded |

E. TEACHING AIDS SERVICE

July 1, 1947 - June 30, 1948

| | |
|--|----------|
| No. of lectures by Director of Audio-Visual Aids Service on Use of Audio-Visual Aids | 18 |
| No. of Students Taught the Use of 16 mm. sound projector | 264 |
| No. of hours spent by Director in Teaching Use of 16 mm. sound projector (6 students per group, 2 hours per group) | 88 |
| No. of class periods during which equipment was used | 1210 |
| No. of class periods during which films were used | 750 |
| No. of films secured during year | 350 |
| Cost of films for the year | \$941.40 |
| No. of student assistants in department | 14 |
| Cost of student assistants for the year | \$680.25 |
| Percent of faculty using Audio-Visual equipment | 57+ % |

Respectfully submitted,

Margaret G. Cook
Librarian

MGC:fev

Evening Attendance (Continued)

| 1947 | 1948 |
|--|-------------|
| 745 | 745 |
| 114 | 114 |
| Library open evenings September 10, 1947 to June 3, 1948 | |
| 47.7 recorded | 51 recorded |
| Average evening attendance | 51 recorded |
| E. TEACHING AIDS SERVICE | |
| July 1, 1947 - June 30, 1948 | |
| No. of lectures by Director of Audio-Visual Aids Service on use of Audio-Visual Aids | 18 |
| No. of students during the use of 16 mm. sound projector | 204 |
| No. of hours spent by Director in Teaching use of 16 mm. sound projector (6 students per group, 2 hours per group) | 82 |
| No. of class periods during which equipment was used | 1210 |
| No. of class periods during which films were used | 730 |
| No. of films secured during year | 350 |
| Cost of films for the year | \$441.40 |
| No. of student assistants in department | 14 |
| Cost of student assistants for the year | \$660.00 |
| Percent of faculty using Audio-Visual equipment | 27 1/2 % |

Respectfully submitted,

Walter D. Cook
Librarian

ENCLOSURE

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

ANNUAL REPORT
OF THE
DEPARTMENT OF ENGLISH
1947-1948

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

CHARTERED SCHOOL OF ENGLISH

July 1948

President Harry A. Sprague

Dear President Sprague:

I am happy to make the following annual report of the Department of English for the college year 1947-1948.

I. TRENDS, DEVELOPMENTS, AND ACTIVITIES

A. TRENDS

Enrollment in the English Department for the academic year 1947-1948 continued to increase reaching an all-time high of 3176. One hundred and thirty-one instructional units were provided and the average class size was twenty-four. In the undergraduate division for the academic year September 11, 1947 to June 13, 1948, total registrations of 2,850 were divided into 99 instructional units making the average class size twenty-six students. Additional staff members made it possible to offer a limited number of elective courses, but the class size of courses required of English majors exceeded this average.

Twenty-five sections of cultural background courses in World Literature were offered; the services of three full-time instructors were required for these courses alone. The provision of an additional instructor in the Speech Division made possible classes of approximately twenty in the required Speech courses. This number was recommended by the Association of Teachers of English and Speech of New Jersey State Teachers Colleges and publicly announced as desirable by the Commissioner of Education at the Fall Institute held at Montclair in 1947.

B. Developments

Dr. John W. McCain resigned at the end of the year to accept a position as head of Department at State Teachers College in Jersey City. Miss Annie Dix from the Richmond division of William and Mary was secured in his stead.

Mr. James C. Pettegrove was retained by the Information Services Branch of the United States Forces in Austria, so Mr. Paul Combs, former instructor at Lafayette College, was secured as an interim appointee. Mr. Combs served as an instructor in the eighth grade in the College High School. Mr. Combs received appointment as an instructor at State Teachers College at Cortland, New York.

Dr. Helen L. Ogg resigned to become Director of Speech Activities for the school system of San Diego, California. Miss Annetta Wood, formerly head of the department of speech at the State Teachers College at

President John F. Kennedy

Dear Mr. Kennedy:

I am glad to hear the following about the situation of affairs in the United States.

1. General Situation in the United States

A. General

The situation in the United States is generally good. The economy is strong, and the government is working hard to improve the lives of the people. The people are happy and the country is peaceful. The government is doing a good job of running the country. The people are proud of their country and the government. The country is a great place to live and work. The people are happy and the country is peaceful. The government is doing a good job of running the country. The people are proud of their country and the government. The country is a great place to live and work.

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B. Foreign Affairs

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Natchitoches, Louisiana and a candidate for the Ph.D. degree at Teachers College, Columbia University, where she was serving, as an assistant to Professor Kraker, was secured to head the Division of Speech, which was increased to three members by the appointment of Mr. William Ballare, formerly head of the Department of English and Speech at Cranford High School and Passaic Valley Regional High School. An extensive report of the activities of the Division of Speech follows in Section IV.

The increasing number of students required to take the cultural background courses in World Literature, and the supervision of the largest number of student teachers in the history of the institution, made additional staff assistance imperative. The Reverend Mr. Frederick C. Young, an instructor at Upsala College, a Fellow in Philosophy at the graduate college at Princeton, and a candidate for the Doctor's degree in the School of Philosophy at Columbia University, was appointed to teach three sections of World Literature A. His recommendation as a permanent member of the staff was addressed to President Sprague. The status of the classification system of the New Jersey State Teachers Colleges may prevent his acceptance since his training and experience qualify him for an appointment beyond the instructional level.

C. ACTIVITIES

The following contributions of the Department of English to the professional life of the College and its social and intellectual activities are herein reported.

1. Supervision of the student teaching of fifty-one English majors was completed by staff members Ballare, Bloore, Bohm, Fox, Fulcomer, and Hamilton. No failure was reported but three student teachers were recommended for the upper elementary level rather than for senior high school. These students failed to demonstrate knowledge of subject matter, personality, and professional aggressiveness and date for success in the senior high school.
2. The testing program in Speech and Composition was continued and individual student's records were used for purposes of recommendation and individual instruction. Three hours each week in English mechanics were offered by Miss McKinney to students who indicated low test scores and need for special attention. Recommendations for admission to the clinic by staff members outside of the Department also served as a basis for admission to remedial instruction. A detailed report of Activities of the Speech Clinic follows in Section IV.
3. Mrs. Oelen and her class in Radio Directing prepared a number of recordings from student directed and acted scripts which will be available for publicity purposes to local radio stations. The Speech Department also cooperated in the preparation of the recordings of the band, orchestra, and chorus for similar purposes. Recordings of these scripts should be made available to high school teachers interested in audio-visual aids in secondary schools.
4. Plays produced in the College High School for a minimum of five consecutive performances Mr. Owen C. Davis's Pulitzer Prize winning play *ICE MOND* during the Fall semester and the murder-mystery comedy of college life *THE MALE ANIMAL* during the Spring semester. A detailed breakdown of production activities connected with these performances

is attached to the report of the Speech Division.

The 12th Grade, College High School, again presented as a class project for purposes of increasing the College High School scholars in fund, performances of OUR SHARED WORLD 1944 AND 1945. Government bonds to the amount of \$700 were turned over to the scholarship fund. The production was under the general supervision of Mr. Bohn, but was directed by Miss Virginia Houghland, a 12th grade student.

5. The library continued its effective and efficient service to the department and the entire college. Miss Cook and her staff for courtesy and cooperation, Miss Emma Fantone for her efficient organization of audio-visual aids, and Mrs. Winchester for continued devotion to the College High School deserve special mention. Miss Cook instructed Freshman classes in library orientation, Sophomore composition classes in facilities for research in the library, and Senior Methods classes in all departments in the selection of special material in methods, texts, and courses of study. Both Miss Cook and Mrs. Winchester assisted in the instruction in the required course in Literature for Adolescents, and the resources of the College High School library were available to the class through the generous cooperation of Mrs. Winchester.

It is with regret that we accept the resignation of Miss Margaret Cook, who has accepted an associate professorship in the Library School of Drexel Institute in Philadelphia, Pennsylvania.

6. The Choral Speaking classes of Miss Wood presented a recital January 31st in the Student Lounge in the Main Building. Despite severe winter conditions, an audience was present to greet the performers.
7. On Wednesday April 11, the Speech Division entertained at an afternoon meeting and dinner training teachers of Montclair students who had done practice teaching in speech. Several speech specialists in nearby communities, the Montclair State Teachers College Speech Faculty, and a number of administrators, in all eighteen guests were served dinner in the Russ Hall dining room. Following the dinner they were the guests of Players at a performance of THE WALKING ANIMAL. (See enclosure)
8. Following the resignation of Dr. Spears, Mrs. Jelen was assigned as adviser of the MONICLARIAN; Mr. Conrad continued to guide QUARTERLY; Mr. Bohn met with the Senate monthly at his home; and Alpha Phi, English Honor Society, amended its constitution to increase membership comparable with increased enrollment in the English Department. Following passage of the amendment, thirteen members were admitted at the May 1948 meeting, bringing the enrollment in May 1948 to twenty-seven undergraduate members.

Mr. Bohn served as an instructor at Teachers College during the Spring semester; Mr. Conrad gave his annual course in Creative Writing at the Woman's Club in Upper Montclair in the Spring semester; and Dr. Fulcomer offered two eight-week sessions in Creative Writing at the Woman's Club in Orange.

9. Report of the Speech Division for the Fall and Spring Semesters

The material which is here attached
was developed by the Division of
Speech for use in class work.

| Date | Section | Speaker |
|--|---------|----------|
| Speech Number | | Chairman |
| SPEECH TITLE : | | |
| Specific Purpose: It is my purpose to inform my audience | | |
| | | |
| | | |
| SPEECH PARTS | RATING* | COMMENTS |
| Specific Purpose | | |
| Opening Sentence;
Introduction | | |
| Main Topic | | |
| Seven Vitals | | |
| P-, S-, M-,
Interests | P S M | |
| Familiar; Specific | | |
| Striking; Varied | | |
| Statistics;
Testimony | | |
| Humor | | |
| Conversational
Style | | |
| Grammar | | |
| Vocabulary | | |
| Conclusion | | |
| Visual; Auditory
Aids | | |
| Tact | | |
| Posture; Gestures | | |
| Voice | | |
| Use of Notes | | |
| Audience's Reaction | | |
| Discussion Period | | |
| Sp. Purpose
Accomplished | | |
| Grade: | | |

* 1, Excellent; 2, Superior; 3, Average; 4, Inferior; 5, Unacceptable. (over)

a. Report for the Fall Semester

Enrollment Statistics

| COURSE NO. | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTORS |
|--------------|-----------------|--------------|-------------|
| English 200B | 2 | 20 | Fox |
| | 2 | 25 | Hallare |
| | 2 | 25 | Wood |
| Totals | 7 | 182 | |
| English 201 | 2 | 39 | Hallare |
| 312 | 1 | 28 | Fox |
| 322 | 1 | 31 | Hallare |
| 324 | 1 | 26 | Wood |
| 401 | 1 | 14 | Wood |
| 417 | 1 | 15 | Wood |
| Totals | 7 | 152 | |

Total Enrollment in all sections 332

Approximate number of students who have signified their intention of minoring in speech:

| | |
|------------|----|
| Seniors | 16 |
| Juni rs | 20 |
| Sophomores | 23 |
| Freshmen | 0 |
| Total | 69 |

Clinic Report

25 students reported to the clinician for special help.

132 appointments were made for a total of more than 75 clock hours.

Use of Recording Equipment

| | |
|--|-----|
| 2 records were made for each student enrolled in English 200B | 266 |
| 2 records were made of the Choral Speaking class | 2 |
| 2 records were made of a group of high school students (Partridge) | 2 |
| 2 records were made for Mr. Seybold | 2 |
| Total | 372 |

Listening hours held weekly for students under Senate sponsorship

A music class used the equipment for listening (Extension)

Each of the 200B sections had listening periods for class recordings

The equipment was used each week for the Radio Course

Five student assistants were trained in the operation and care of the material and equipment

All requests for use of the equipment were granted, and in cases when it was not used, the failure was due to the requestor's not completing the arrangements: i.e., lack of piano, not reporting at the hour agreed upon, etc.

Estimated number of persons profiting from use of the equipment 505

Improvements and Innovations in Teaching

1. Formulating instruction sheets for all students in English 200B.
(See attached form)
2. Improved rating chart for rating the speech of students of English 200B.
(See attached form)
3. Speech charts for use in English 201 developed by Mr. Ballare.
(See attached form)

Extra-classroom Activities Sponsored by the Speech Staff

Players

Regular meetings
Production of 3 one-act plays
ICIBUND presented to the students and faculty

Zeta Phi

Regular monthly meetings
Conducted a survey by visiting speech education in each school

Mr. Ballare

Directed an assembly program with students in English 322
Participated in the Speech Section of the NJIA in Atlantic City
Directed Technical work for ICIBOUND production
Participated in a Montclair Dramatic Club production
Read in the high school assembly

Mr. Fox

Directed ICIBOUND
Attended the meeting of the New Jersey Speech Association
Executive Council at New Brunswick by special invitation
Trained the student assistants in the use of recording equipment
Directed Montclair Academy play

Miss Wood

Participated in the Speech Section of the NJIA at Atlantic City
Conducted a survey of speech requirements for certification of teachers, and the part speech plays in teacher education in the states of Delaware, Maryland, New Jersey, New York, Pennsylvania, and West Virginia for the American Speech Association
Explained the clinic set-up and invited its use, as well as the use of the recording equipment at a faculty meeting

Speech Staff

Evaluated the speech of each member of all 200B sections at the beginning and completion of the course
Tested the speech of applicants to the college
Held divisional conferences about once a month
Conferred with Mr. Onecker concerning the financial arrangements for use of the recording equipment by departments or organizations other than speech

9. b. Report of the Speech Division for the Spring Semester

Enrollment Statistics

| Course No. | No. of
Sections | No. in
Class | Instructors |
|--------------|--------------------|-----------------|-------------|
| English 200b | 1 | 30 | Sallars |
| | 2 | 42 | Fox |
| | 2 | 17 | Wood |
| Totals | 5 | 112 | |
| English 201 | 1 | 27 | Sallars |
| 107 | 1 | 28 | Sallars |
| 206 | 1 | 30 | Fox |
| 208 | 1 | 28 | Wood |
| 222 | 1 | 24 | Wood |
| 410 | 1 | 10 | Wood |
| Totals | 6 | 151 | |

Total enrollment in all sections 263

Approximate number of students who have signified their interest of enrolling in speech:

| | |
|------------|-----|
| Seniors | 16 |
| Juniors | 24 |
| Sophomores | 41 |
| Freshmen | 31 |
| Total | 112 |

Clinic Report

57 students reported for special help in speech

280 appointments were set for a total of approximately 180 hours

Use of Equipment

Recording

Transcriptions were made of the following musical performances:

Band
Orchestra
Choir
String trio

Records were cut for sound effects for the following:

| | | |
|-------------------------|---------------|----|
| THE GREAT TRAIN ROBBERY | Flowers | 8 |
| LONDON TRAIN | Dance recital | 18 |
| Radio Class | | 18 |

Two records were cut for 112 students

| | |
|--------------------------|-----|
| enrolled in English 200b | 112 |
| Total | 224 |

Microphones and playback were used in the following classes:

| | |
|--------------|---------|
| Mr. Morehead | 5 times |
| Radio Class | Weekly |
| Mrs. Selt | 8 times |

Large recorder was used by the following:

Members of MOOB at 3 and
 Clinic at 10:15
 War Memorial show
 Radio Class

Playback was used for the following:

| | |
|-----------------------|--------|
| Class work | |
| Senate Listening hour | Weekly |

Departmental Activities

Administered speech tests to MOOB classes and to prospective students
 Sponsored a meeting of Speech Training Teachers, School Administrators,
 and speech specialists on April 21
 (See report)
 Presented a one-act play BOA and COA at an assembly
 Fostered the activities of Play's and the PMI
 Held weekly departmental meetings

Individual Activities

Mr. Ballare

Directed the M.A.L. Annual
 Played a part in BOA and COA
 Served as co-advisor to "layers"
 Served as co-host at the meeting April 21
 Attended meeting of Speech Association of New Jersey at
 New Brunswick
 Taught a class in Public Speaking at the request of the
 Special Agents Insurance Company
 Supervised fifteen student teachers

Mr. Fox

Supervised construction of setting; managed stage for
 THE M.A.L. ANNUAL, BOA AND COA, THE THREE CORNERS OF WAR,
 and THE LONCHON INDIAN
 Directed two College High School plays
 Served as advisor for the College High School senior play
 Assisted and acted in the Play's staff for United Benefit dinner
 Served as co-advisor for Play's staff
 Supervised all recordings listed above
 Trained two student technicians to use recording equipment
 Served as co-host at the meeting April 21
 Attended meetings of the Eastern Public Speaking Conference
 in New York
 Attended the meeting of the Speech Association of New Jersey
 in New Brunswick

has been appointed Vice-President of the Speech Association of New Jersey and attended the executive council meeting.

Miss Wood

Directed and took part in DMA A-1 1931.
Served as adviser to Beta Phi.
Served as co-host and presided at the meeting April 21 attended the meetings of Eastern Public Speaking Conference in New York; served on the Hospitality Committee.
Attended the meeting of the Speech Association in New Brunswick.
Appointed to the State committee to revise the syllabus, "Speech for the Classroom Teacher".
Assisted 18 students who had "incomplete" in English 2000, two of whom were dismissed as having acquired acceptable speech proficiency at the final test, in addition to the work.

Report on the Speech Specialists' Meeting April 21

On Wednesday, April 21, a meeting was held at 4:30 at the State Teachers College at Montclair. Of the group invited, which included high school faculty who had served as training teachers for Montclair students practicing-teaching in speech, several speech specialists in nearby communities, the Montclair Teachers College faculty, and a number of administrators, eighteen attended.

After a period allowed for the examination of the recording equipment and teaching aids used in speech classes in the College, Miss Lucretia L. Wood, head of the Speech Division, called the meeting to order, and invited discussion of the topics which had been suggested as pertinent by the members of the group. Attitudes toward speech training of the public, of school boards, and school administrators, of classroom teachers, and of high school, elementary school and college students; the value to the teacher of effective speech in imparting subject-matter and in maintaining discipline; what constitutes adequate speech training for the speech teacher as well as what constitutes adequate speech-training for all teachers; the availability of well-trained speech teachers for openings in the public schools of the State; the advisability of authorization by the State Board of Education of a major in speech in its teachers colleges were among the subjects discussed.

The College entertained the group at a dinner and after a final discussion session, Players, the Montclair Teachers College Dramatic Club, were hosts to at their performance of Thurber's comedy, THE MILLER AND HIS WIFE.

Dr. Harry A. Sprague opened the after-dinner meeting with a talk on the building needs of the college and plans for meeting them. A show of hands indicated that the group was unanimous in approval of the following recommendations:

1. That student-teaching should be introduced into the teacher-training curriculum earlier than the senior year. (It was suggested that the second year might be the optimum beginning point.)
2. That all high school students be required to offer at least one semester's credit in speech for graduation.
3. That all teachers be required to take a speech course equivalent to

to recognize and correct minor speech defects in the classroom as well as to recognize and refer to the proper specialists, major speech disorders.

- d. that the New Jersey teachers colleges offer a major in speech, training speech teachers for high schools, and speech improvement and speech correctionists for all grades. (Whether the course should be a four-year one leading to the A. B. degree or a five-year one leading to the M. A. degree was discussed but not agreed upon.)

Hosts at the meeting were Dr. Harry W. Sprague, President; Dr. David L. Fulcoer, head of the Department of English; Dr. Robert G. Frank, head of the Department of Education; Mr. William Ballard, Mr. Robert L. Fox, and Miss Annetta Wood of the Speech Faculty; and Mrs. Evelyn Olsen.

Guests included Dr. Clark McFarland, Superintendent of Schools, Passaic; Mr. C. F. Boyer, Principal, Union High School; Miss William Kane, Director of Speech, Montclair Public Schools; Miss Frances Tibbitts, Speech Improvement, Newark Public Schools; Miss Frances Archibald, Speech teacher, Grover Cleveland School, Caldwell; Mrs. Anna C. Cozzens, Speech teacher, Arts High School, Newark; Mr. Frank DeLisi, Speech teacher, Wequahic High School, Newark; Mr. Willard Tom, Speech teacher, East Orange High School; Mr. John W. Mahoney, Speech teacher, Bayonne High School.

Audio Aids in the Speech Department

I. The space made available

After conferences during the summer of 1947, Room A in the corner of the first floor of the Administration building was made available for development as a speech clinic and Recording Studio area.

The ceiling of Room A was given acoustical tile over a layer of 2 inch rock wool insulation. The room is 21 by 31 feet, and will serve as a studio for recording large casts and medium-size musical groups. A corner of the room was partitioned off to form a control room 7 by 9 feet. The walls of the room are filled with rock wool, and the surface is of porous celotex. In the walls facing Room A, double glass windows are installed at convenient heights to allow easy viewing of all of Room A. There is also a door with a glass panel leading from the control room into Room A.

In the rear wall of the control room, a door was cut through to the 3 foot room adjacent. This smaller room had wall treatment similar to the control room, and the same ceiling treatment as Room A. This room then became a smaller studio, served by the same control room (the door having a glass panel). This room was also broken into two smaller ones with insulated walls and glass-paned doors. The result was one room 3 by 12 feet, next to the control room, and another 3 by 3 feet, leading to the corridor. The outer smaller room is used as a listening and practice room by small groups (two to five) who want either to listen to records they have made or to practice with a tape recording machine.

II. The equipment on hand.

The basic equipment on the above set-up is a Fairchild amplifier with equalization and multiple input and output choices, and a Fairchild recording unit with a magnetic cutter head, magnetic reproducer, and dual-speed variable pitch turntable. This is supplemented by a high-fidelity coaxial speaker mounted in a 46 foot square baffle in Room A for "high quality listening". A uni-directional dynamic microphone and bi-directional velocity microphone are used interchangeably. The amplifier can be used to feed the recording head, or to feed the coaxial speaker directly and therefore serve as a public address system. The latter is valuable in simulating a broadcasting setup. Later a mixing pre-amplifier was added so that up to four microphones could be alive at one time and allow for much more flexibility in recording large groups.

In Room A, new tablet arm chairs were installed to replace the old heavy row-seats that were uncomfortable and difficult to move around when floor space was needed. In the corner by the control room, a sofa, rug, and easy chairs and desk were arranged and a full length mirror hung to provide an informal place for the speech clinic conferences.

Magnetic tape-recording machine was delivered the second semester.

III. Uses this year.

(See departmental report.)

IV. Plans for next year.

A. New equipment ordered

1. Dual speed portable record player and amplifier for copying records and for giving good quality reproduction away from Room A.
2. Amplifier to supplement 4-channel mixer to handle master recording more efficiently.
3. Broadcast quality microphones; a dynamic and a velocity.
4. Another tape recorder (even two will not meet the demand for their use).
5. FM-AM tuner to listen to and to record programs off the air.

B. Use of equipment

1. More than 4 technicians will be necessary, as remote recording requires two at once.
2. A scheduling of the equipment, based on formal requests, will assure more efficient use.
3. Increased explanation of the uses to which the equipment can be put should assure its use even more widely.
4. Better play-back facilities will make it possible to have more student listening of own records for practice purposes.
5. A second tape-recorder will make it possible to have at least one available at all times for practice purposes.
6. Speech minors will be required to learn how to use the equipment.

V. Requests for next year.

1. Room A should be scheduled for no classes during the day.
2. Kugs would make Room A a better studio from acoustical standpoint.
3. The studios and control room should be painted.
4. Another magnetic recorder, preferably wire type, should be available for practice.

VI. Near-future possibilities.

With another year's ironing out of working arrangements and applications of the equipment to many phases of teaching, the center will have a nucleus for the best speech laboratory now existing in any college in the state (excepting Seton Hall, and new studios now being designed for Rutgers). We would be capable of preparing students to purchase intelligently, handle capably, and apply wisely, many types of audio equipment valuable in teaching.

We have top-quality equipment with which to aid students needing speech improvement, and to help train speech correction specialists.

II. ENROLLMENT STATISTICS FOR THE YEAR 1947-1948

SUMMER SESSION--FULL NINE WEEKS
June 16-August 15, 1947

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|---------------------------|------------|-----------------|--------------|-------------|
| S100A | World Literature, I | 3 | 1 | 24 | Mr. Bohn |
| S100B | World Literature, II | 3 | 1 | 20 | Dr. Krauss |
| S200A | Composition | 3 | 1 | 18 | Dr. Krauss |
| S200A | Composition | 3 | 1 | 25 | Mr. Bohn |
| S200B | Fundamentals of Speech, I | 3 | 1 | 24 | Dr. Fulcoer |
| S200B | Fundamentals of Speech, I | 3 | 1 | 22 | Mr. Fox |
| S200B | Fundamentals of Speech, I | 3 | 1 | 25 | Mr. Fox |

SECOND SIX WEEKS
July 1-August 15

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|-------------------------|------------|-----------------|--------------|-------------|
| S406 | Modern Novel | 2 | 1 | 20 | Mr. Conrad |
| S431 | Shakespeare | 2 | 1 | 20 | Mr. Bohn |
| S439 | Contemporary Amer. Lit. | 2 | 1 | 22 | Dr. Fulcoer |

SECOND SIX WEEKS continued

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. OF STUDENTS | INSTRUCTOR |
|--------------------------------|-----------------------------|------------|-------------------------------------|-----------------|--------------|
| S442 A | American Literature, I | 2 | 1 | 17 | Mr. Conrad |
| S442 B | American Literature, II | 2 | 1 | 14 | Mr. Conrad |
| S456 | Play Direction | 2 | 1 | 17 | Mr. Fox |
| S503 | Chaucer and his Times | 2 | 1 | 14 | Dr. Krauss |
| S519 | English in the Modern R. S. | 2 | 1 | 21 | Dr. Fulcomer |
| Enrollment for Full Nine Weeks | | 168 | Number of Sections for nine weeks 7 | | |
| Enrollment for Six Weeks | | 176 | Number of Sections for six weeks 8 | | |
| Total Enrollment | | 344 | Total Number of Sections 15 | | |

Average Class Size for full nine weeks 24

Average Class Size for six weeks 22

Average Class Size for both sessions 23

FALL SEMESTER----1947

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. OF STUDENTS | INSTRUCTOR |
|--------|----------------------------|------------|-----------------|-----------------|------------|
| 100A | World Literature | 3 | 4 | 30 | Floore |
| | | | 3 | 32 | Pix |
| | | | 3 | 27 | Hamilton |
| | | | 2 | 30 | John |
| 100B | World Literature | 3 | 1 | 30 | Combs |
| 101 | Language Arts | 4 | 2 | 42 | Conrad |
| | | | 1 | 43 | Pix |
| 200A | Composition | 2 | 1 | 29 | Oelen |
| | | | 4 | 18 | McKinney |
| 200B | Speech | 3 | 3 | 30 | Fox |
| | | | 2 | 22 | Wood |
| | | | 2 | 25 | Ballare |
| 201 | Poetry | 4 | 1 | 37 | Combs |
| | | | 1 | 25 | Floore |
| | | | 1 | 34 | Krauss |
| 204 | Extemporaneous Speaking | 2 | 2 | 19 | Ballare |
| 301A | Literature for Adolescents | 2 | 1 | 40 | Pix |
| | | | 1 | 30 | Fulcomer |
| 301B | Shakespeare | 2 | 2 | 36 | Hamilton |
| 310 | Journalism | 2 | 1 | 10 | Combs |
| 312 | Acting | 2 | 1 | 29 | Fox |
| 322 | Oral Interpretation | 2 | 1 | 20 | Ballare |

| NUMBER | TITLE | SEM.
HOURS | NO. OF
SECTIONS | NO. OF
STUDENTS | INSTRUCTOR |
|--------|------------------------|---------------|--------------------|--------------------|------------|
| 321 | Minor Speech Disorders | 2 | 1 | 26 | Wood |
| 401 | Methods | 2 | 1 | 24 | Honn |
| | | | 1 | 31 | Fulcomer |
| 402 | Survey | 4 | 1 | 32 | Arauss |
| 408 | Creative Writing | 2 | 1 | 11 | Conrad |
| 410 | Major Speech Disorders | 2 | 1 | 14 | Wood |
| 417 | Methods in Speech | 2 | 1 | 14 | Wood |
| 419 | Grammar for Teachers | 2 | 1 | 20 | Combs |
| 420 | High School Classics | 2 | 1 | 21 | Hamilton |
| 421 | Short Story | 2 | 1 | 30 | Conrad |

Total Enrollment 1419

Total Number of Sections 51

Average Class Size 28

PART-TIME AND EXTENSION---FALL 1947

666

| NUMBER | TITLE | SEM.
HOURS | NO. OF
SECTIONS | NO. OF
STUDENTS | INSTRUCTOR |
|--------|--------------------------|---------------|--------------------|--------------------|------------|
| 100A | World Literature, I | 3 | 1 | 1 | Young |
| 100B | World Literature, II | 3 | 1 | 1 | Hamilton |
| 200A | Composition | 3 | 1 | 1 | McKinney |
| 200B | Speech | 3 | 1 | 1 | Wood |
| | | | 1 | 1 | Fox |
| 501B | Shakespeare | 2 | 1 | 1 | Honn |
| 105 | Victorian Poets | 2 | 1 | 1 | Combs |
| 406A | Modern Novel | 2 | 1 | 15 | Conrad |
| 410 | Major Speech Disorders | 2 | 1 | 1 | Wood |
| A41B | Modern Poetry | 2 | 1 | 16 | Fulcomer |
| 422 | Seventeenth Century Lit. | 2 | 1 | 4 | Hamilton |
| 443 | Modern Drama | 2 | 1 | 2 | Fulcomer |
| 447A | Intro. to Philosophy | 2 | 1 | 2 | Bloore |
| 456 | Play Production | 2 | 1 | 1 | Fox |
| 457 | Workshop in Speech | 2 | 1 | 3 | Ballare |
| A502 | Victorian Poetry | 2 | 1 | 8 | Combs |
| A514 | Arthurian Legend | 2 | 1 | 10 | Arauss |

Total Extension Enrollment 69

Total Number of Sections 17

Average Extension Enrollment 12

SPRING SEMESTER 1948

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|------------------------|------------|-----------------|--------------|------------|
| 100A | World Literature | 3 | 3 | 21 | Young |
| 100B | World Literature | 3 | 2 | 32 | Moore |
| | | | 3 | 30 | Combs |
| | | | 3 | 29 | Dix |
| | | | 2 | 48 | Hamilton |
| 102 | Drama | 4 | 1 | 43 | Bolin |
| | | | 1 | 44 | Hamilton |
| | | | 1 | 33 | Moore |
| 200A | Composition | 3 | 1 | 13 | McKinney |
| | | | 1 | 29 | Oelen |
| 200B | Speech | 3 | 1 | 31 | Ballar |
| | | | 3 | 25 | Fox |
| | | | 2 | 17 | Wood |
| 202 | Fiction | 4 | 1 | 20 | Dix |
| | | | 2 | 33 | Krauss |
| 204 | Extemporaneous Spkg. | 2 | 1 | 24 | Ballare |
| 203 | Advanced Speech | 2 | 1 | 26 | Wood |
| 301A | Lit. for Adolescents | 2 | 1 | 12 | Dix |
| 301B | Shakespeare | 2 | 1 | 17 | Bolin |
| 302 | American Literature | 4 | 1 | 19 | Fulcomer |
| | | | 2 | 30 | Conrad |
| 322 | Oral Inter. of Lit. | 2 | 1 | 24 | Wood |
| 404 | Survey | 2 | 1 | 12 | Krauss |
| 405 | Victorian Poets | 2 | 1 | 13 | Combs |
| 407 | Brit. and Amer. Biog. | 2 | 1 | 26 | Conrad |
| 410 | Major Speech Disorders | 2 | 1 | 10 | Wood |
| 422 | Seventeenth Century | 2 | 1 | 14 | Hamilton |
| 443 | Modern Drama | 2 | 1 | 27 | Fulcomer |
| 447A | Intro. to Philosophy | 2 | 1 | 26 | Moore |
| 456 | Play Direction | 2 | 1 | 20 | Fox |
| 457 | Workshop in Speech | 2 | 1 | 25 | Ballare |
| 458 | Radio Direction | 2 | 1 | 7 | Oelen |

Total enrollment 1131
 Total number of section 48
 Average class size 24

PART-II: I AND EXTENSION Spring 1948

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|----------------------|------------|-----------------|--------------|------------|
| 100A | World Literature, I | 3 | 1 | 1 | Young |
| 100B | World Literature, II | 3 | 1 | 1 | Hamilton |

PART-II - ADDITIONAL SPRING 1940 - continued

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|--------------------------|------------|-----------------|--------------|------------|
| 200A | Composition | 3 | 1 | 1 | Williamsey |
| 200B | Speech | 3 | 1 | 1 | Foote |
| | | | 1 | 1 | Fox |
| 301B | Shakespeare | 2 | 1 | 1 | John |
| 405 | Victorian Poets | 2 | 1 | 1 | Cooke |
| 406 | Modern Novel | 2 | 1 | 15 | Conrad |
| 410 | Major Speech Disorders | 2 | 1 | 1 | Foote |
| 413A | Modern Poetry | 2 | 1 | 15 | Fulcooper |
| 413 | Seventeenth Century Lit. | 2 | 1 | 4 | Hamilton |
| 413 | Modern Drama | 2 | 1 | 2 | Fulcooper |
| 447A | Intro. to Philosophy | 2 | 1 | 2 | Bloore |
| 456 | Play Production | 2 | 1 | 1 | Fox |
| 457 | Workshop in Speech | 2 | 1 | 3 | Ballard |
| 502A | Victorian Poetry | 2 | 1 | 3 | Cooke |
| 514A | Arthurian Legend | 2 | 1 | 10 | Graess |

Total Extension Enrollment 69
 Total Number of Sections 17
 Average Extension Enrollment 10

SUMMER SESSION - NINE WEEKS
 June 14, 1941 - August 12, 1941

| NUMBER | TITLE | SEM. HOURS | NO. OF SECTIONS | NO. IN CLASS | INSTRUCTOR |
|--------|----------------------|------------|-----------------|--------------|------------|
| 100B | World Literature, II | 3 | 1 | 20 | John |
| | | | 1 | 11 | Hamilton |
| 200A | Composition | 3 | 1 | 20 | John |
| | | | 1 | 19 | Hamilton |
| 200B | Speech | 3 | 1 | 30 | Fox |
| 202 | Fiction | 4 | 1 | 11 | Krauss |
| 401 | Methods | 3 | 1 | 13 | Fulcooper |

Total enrollment for full nine weeks 14
 Total number of sections for nine weeks 7
 Average class size for nine weeks 21

YEARLY TOTALS

Total Enrollment 3176
 Total number of sections 181
 Average class size 24

177

Your English majors, Betty F. Lohr, Elena S. Arslan, Will Cyell, and Raymond Feld, were graduated cum laude. Boris Frolov was graduated cum laude and first honor student at the annual commencement on June 10, 1944. At the same time Mr. Edward W. Walshaw, Mr. Gary Fox, Mr. Robert Hunter, Miss Dorothy A. Manks, and Mr. John L. Smith received the degree of Master of Arts in English.

III. DEPARTMENT FOSTER

Professor Edwin C. Fulcoer, Ph.D., Head of Department
Associate Professor Lawrence J. Conrad, A. M.
Associate Professor William Paul Hamilton, A. M.
Associate Professor Russell Graves, Ph.D.
Assistant Professor Harold C. Lohr, A. M.
Assistant Professor Mary Julia McKimsey, A. M.
Assistant Professor Annetta C. Wood, A. M.
Instructor William A. Ballare, A. M.
Instructor J. Stephen Bloore, A. M.
Instructor L. Howard Fox, A. M.
Instructor Annie Pix, A. M.
Instructor Paul Combs, A. M.
Instructor Frederick C. Young, Ph.D.
Assistant Instructor Evelyn Oelen, A. M.
Instructor CRS Seventh Grade Edna Salt, A. M.

IV. RECOMMENDATIONS

The report of this Department to the President for July 1, 1944 concluded with the recommendation that steps be taken to organize and implement the speech major at the Institution, and it was further recommended that the successor to Dr. Ogg be competent to organize and develop such a major for presentation to the State Department of Education. Miss Annetta C. Wood, Mr. L. Howard Fox, and Mr. William Ballare appended herewith such a recommendation. It is presented in their own words.

A. 1. Description of the Speech Situation in New Jersey

In a survey conducted during November 1944, for the Committee on Teacher Education of the Speech Association of America, this writer sent out questionnaires to the seventeen teacher-training institutions listed in New Jersey. Fourteen replies were received. It revealed that only one college, the New Jersey College for Women, reported that it offered a major in speech, "only combined with English" requiring 12 hours of speech. It is to be noted that such a course does not meet the state requirement for a speech minor (18 hours) and is far below the hours required for endorsement of secondary teachers of speech. (The State Department of Education requires 30 hours for a major.) The total hours listed in the report from that college is 22. Montclair State Teachers College at present lists 20 semester hours of speech.

Montclair would seem to be the best equipped to undertake the training of teachers of speech of any of the New Jersey State Teachers Colleges in

light of the following data:

| TEACHING COLLEGE | SPEECH COURSES OFFERED | TOTAL HOURS |
|---|------------------------|-------------|
| REMARK | 0 | 0 |
| Jersey City | 2 | 12 |
| Trenton | 2 | 12 |
| Paterson | 2 | 12 |
| Montclair | 12 | 60 |
| Hillsboro did not reply to postal inquiry | | |

The State Teachers College at Montclair is the only state college which gives a minor in speech. None gives a major.

Inquiry as to where the speech teachers in the New Jersey schools are trained indicates for the most part they come from Pennsylvania and New York.

Annette C. Wood

A. 2. Provisions for Training Teachers of Speech at Montclair

Considerations arising from request that the State Teacher College at Montclair, New Jersey be empowered by the State Department of Education to offer work leading to the master's degree in speech:

No state college training teachers in New Jersey now offers work leading to a degree with a major in speech. (See attached report of recent survey.) We believe there is a need for such a course because

1. The State Department of Education has provided for the certification of secondary teachers of speech. (See G-307, Regulations for teaching speech, adopted May 17, 1941.
2. School administrators in the state have indicated their desire to employ speech specialists and have expressed the scarcity of teachers properly equipped to manage such work. (See report of the meeting held on the campus of State Teachers College at Montclair, April 21, 1943, Section I.
3. The interest in speech as a field of study among students at this college increased during the past year as indicated by the number now electing to minor in the subject; recent graduates with minors in speech have requested that a major in speech be offered to the master's degree.

Montclair State Teachers College is adequately equipped to undertake the work of training speech specialists because

1. Adequate faculty personnel is available. The members of the faculty now teaching speech are capable, because of education and experience, of presenting courses in all phases of speech; i.e.,

SPEECH AIDS
Oral interpretation

SPEECH SCIENCE
Anatomy and Physiology of
Speech Mechanisms

SPEECH ARTS

SPEECH SCIENCES

Acting
Play Production
Pageantry
Costuming
Make-up
Public Speaking
Discussion
Radio Acting
Radio Production
Script Writing

Physics of Sound
Psychology of Speech and Listening
Speech Pathology
Speech Correction
Clinic Practice
Speech Laboratory Techniques
Phonetics
Linguistics
Semantics

Methods of teaching these subjects

3. Our facilities have been made adequate, by recent remodeling, to provide minimum essentials for instruction as outlined above, and will be ideal when the new building which will house the speech work, has been completed. (See attached report.)

The basic considerations of the suggestion that the major in speech be offered as a fifth year of college work leading to the master's degree are

1. The supply of secondary teachers in New Jersey at this time indicates that special work such as speech instruction may be assigned frequently to presently employed members of the faculties. Such teachers, probably holders of degrees, will wish to take work which will better fit them to discharge their new duties but will expect credit for it to be applicable toward an advanced degree.
2. Several of our present students who have indicated their desire for a speech major have so nearly completed bachelor degree work that a change in program now would be inadvisable; others are graduating in June 1942, and have already taken some courses credited to their master's degree.
3. The cost of study out of the state has risen so high as to prevent many people from going elsewhere for advanced degree.
4. Employment for the secondary school teacher without a master's degree in his special field, seems lacking in view of the present supply of secondary school teachers.

For these reasons we recommend adding to the offerings at the State Teachers College at Montclair work leading to a master's degree with a major in speech. (See projected course of study)

IV? B. RECOMMENDATIONS FOR GRADUATE PROGRAM IN SPEECH

It is further recommended by the Head of the Department of English and the Chairman of the Division of Speech that the New Jersey State Teachers College at Montclair be empowered to offer a graduate program in Speech Sciences and Speech Arts leading to the Master's Degree. A description of the courses required is appended.

1. That graduate work in Speech be offered in both Speech Arts and Speech Sciences

science.

2. That the undergraduate major be English and the minor be Speech. However, by special permission students with an English minor may be accepted.
3. That all candidates for the Master's Degree in Speech pass an examination at the beginning of their candidacy, the results of which will serve as a guide in planning the courses to be pursued.
4. That a final comprehensive examination of all candidates before the degree is granted be required.
5. That Speech Arts Division require a public performance of profitable merit by each candidate, or the recitation of a drama of speeches, plays, readings or combination of the above, by students prepared by the candidate.
- C. DESCRIPTION OF GRADUATE COURSES. Numbers to be supplied from those at the graduate level.

1. *English Group Discussion 2 Semester hours

Parliamentary procedures will be mastered; analysis of questions for discussion, technique in direction of comments into channels, of stimulating audiences to participate, and of summarizing; contributions will be taught through extensive practice.

2. *English Speech Psychology 2 Semester hours

The mind as a listening and interpreting organ, the acquisition of speech, and the factors which influence belief and action will make up the topics of this course.

3. English History of Speech Education in the U. S. A.

A brief review of early speech education in Greek and Roman schools will lead into a consideration of the various developments in the American system of education with special emphasis upon the importance of adequate speaking skill for all members of a democratic society.

2 Semester hours

4. 4. ::English Advanced Oral Interpretation 2 Semester hours

Program planning, bibliography of materials for oral reading, theories of interpretation, and experience in training others to read aloud effectively; each student will be requested to appear in a public appearance.

5. ::English Radio Technique 2 Semester hours

6. English Playwriting for Stage and Radio 2 Semester hours

Dramatic composition: plot, dialogue, construction, characterization and climax building, criticism of various plays and radio scripts, and the writing of various complete plays or skits as well as marketing of them will be considered.

7. //English Speech Sciences 2 Semester hours

A thorough examination of the sociological, physiological, physical, and linguistic bases of speech will be considered.

8. //English Clinic Practice 2-4 Semester hours

Experience in supervised speech correction of good clinic practice; diagnosis, case-history taking, prognosis, testing, and practice in therapeutic activity.

9. //English Phonetics 2 Semester hours

An intensive course in the use of IPA symbols for describing speech heard in the classroom. Transcription from records; from radio programs.

10. //English Equipment and Operation of the Speech Laboratory 2 Semester hours

Introduction to the equipment to be found in the speech department; operation of the recording machine, its care and maintenance. Sources of materials for teaching of speech improvement, the costs and the care.

D. COURSES NOW OFFERED AT THE SENIOR LEVEL WHICH ARE AVAILABLE FOR SENIOR GRADUATE PROGRAM.

- | | | |
|------------------|--|------------------|
| 1. //English 410 | Major Speech Disorders
(See p. 18, Grad. Bul.) | 2 Semester hours |
| 2. *English 417 | Methods in Teaching Speech | 2 Semester hours |
| 3. ::English 435 | Play Production
(See p. 19, Grad. Bul.) | 2 Semester hours |
| 4. ::English 448 | Choral Speaking
(See p. 20, Grad. Bul.) | 2 Semester hours |
| 5. *English 449 | Public Speaking
(See p. 20, Grad. Bul.) | 2 Semester hours |
| 6. ::English 456 | Play Direction
(See p. 20, Grad. Bul.) | 2 Semester hours |
| 7. *English 454 | Training the Speaking Voice
(See p. 21, Grad. Bul.) | 2 Semester hours |
| 8. *English 457 | The High School Assembly
(S) | 2 Semester hours |

*Indicates courses recommended for all Masters candidates.

::Indicates courses recommended for those interested in Speech Arts.

//Indicates courses recommended for those interested in Speech Science.

| | | |
|-----------------------------------|--------|-----------------------------------|
| 1. <i>Amelanchier canadensis</i> | Common | 1. <i>Amelanchier canadensis</i> |
| 2. <i>Amelanchier canadensis</i> | Common | 2. <i>Amelanchier canadensis</i> |
| 3. <i>Amelanchier canadensis</i> | Common | 3. <i>Amelanchier canadensis</i> |
| 4. <i>Amelanchier canadensis</i> | Common | 4. <i>Amelanchier canadensis</i> |
| 5. <i>Amelanchier canadensis</i> | Common | 5. <i>Amelanchier canadensis</i> |
| 6. <i>Amelanchier canadensis</i> | Common | 6. <i>Amelanchier canadensis</i> |
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| 15. <i>Amelanchier canadensis</i> | Common | 15. <i>Amelanchier canadensis</i> |
| 16. <i>Amelanchier canadensis</i> | Common | 16. <i>Amelanchier canadensis</i> |
| 17. <i>Amelanchier canadensis</i> | Common | 17. <i>Amelanchier canadensis</i> |
| 18. <i>Amelanchier canadensis</i> | Common | 18. <i>Amelanchier canadensis</i> |
| 19. <i>Amelanchier canadensis</i> | Common | 19. <i>Amelanchier canadensis</i> |
| 20. <i>Amelanchier canadensis</i> | Common | 20. <i>Amelanchier canadensis</i> |

* *Amelanchier canadensis* is a species of flowering plant in the family *Ericaceae*. It is a small tree or large shrub, 10-20 feet tall, with a trunk that is 1-2 feet in diameter. The leaves are alternate, ovate, and 1-2 inches long. The flowers are small, white, and bell-shaped. The fruit is a small, round, red berry. It is native to the eastern United States and southeastern Canada.

E. A PROPOSED COURSE OF STUDY LEADING TO A MASTER'S DEGREE

Required of all Speech Majors

| | | |
|-------------|-----------------------------|------------------|
| English 449 | Advanced Public Speaking | 2 semester hours |
| 454 | Training the Speaking Voice | 2 " " |
| | Group Discussion | 2 " " |
| 417 | Methods | 2 " " |
| | Speech Psychology | 2 " " |

Additional for Speech Arts Majors

| | | |
|-------------|---------------------|------------------|
| English 435 | Play Production | 2 semester hours |
| 448 | Choral Speaking | 2 semester hours |
| 457 | Speech Workshop | 2 " " |
| | Recital | 2 " " |
| 456 | Play Direction | 2 " " |
| | Radio | 2 " " |
| | Costume and Make-up | 2 " " |

Six hours to be taken from Speech Sciences

Additional for Speech Science Majors

| | | |
|-------------|------------------------|--------------------|
| English 410 | Major Speech Disorders | 2-3 semester hours |
| | Speech Science | 2-3 " " |
| | Clinic | 2-1 " " |
| | Phonetics | 2 " " |
| | Speech Laboratory | 2-1 " " |
| | Research in Speech | 2 " " |

Six hours to be chosen from Speech Arts

F. SUGGESTED REQUIREMENTS FOR A MASTER'S DEGREE IN SPEECH ARTS AND SCIENCE

Courses Required of all

| | | |
|-------------|---|------------------|
| English 449 | Public Speaking | 2 semester hours |
| | (See catalog) | |
| 454 | Training the Speaking Voice | 2 " " |
| | (See catalog) | |
| | Costuming and Make-up | 2 " " |
| | History of theatrical costuming and make-up; materials, their use in play production and sources where available, and extensive practice in their uses. Specific problems in connection with performances to be assigned when possible. | |
| 417 | Methods in the Teaching of Speech | |
| | (See catalog) | 2 semester hours |

Additional Courses Required of Those Majoring in Speech Arts

| | | |
|---------|--|------------------|
| English | Group Discussion | 2 semester hours |
| | The purposes of this course are to present the working principles and methods to be used in group and panel discussions, | |

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ORIGINAL ARTICLES

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DEPARTMENTS

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NOTES AND CORRESPONDENCE

NOTES

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EDITORIAL COMMENT

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

the symposium, the forum-lecture, and the forum, and to apply these principles and methods in several classroom experiences.

| | | | |
|-------------|----------------------------------|---|----------------|
| English 435 | Play Production
(See catalog) | 2 | semester hours |
| 448 | Choral Speaking
(See catalog) | 2 | " " |
| 457 | Workshop in Speech | 2 | " " |
| 456 | Play Direction
(See catalog) | 2 | " " |
| 452 | Recital | 2 | " " |

Problems in selecting literature for oral interpretation, cutting and arranging material, fitting it to audiences and presenting it. A public performance is required.

Additional Courses Required of Those Majoring in Speech Science

English 410 Major Speech Disorders 2 semester hours
(See catalog)

460 The Sciences Basic to Speech 4 " "

An understanding of speech through knowledge of the physics of sound (acoustics), of the bodily activities used in voice production (physiology of respiration, phonation, and articulation), of the nature of language (genetic, phonetic, and semantic branches of linguistics), and psychology both of the speaker and the audience. Consideration is given to speech as a means of social control and adjustment to one's environment.

461 Phonetics 2 semester hours

Acquaintance with the sounds of English and the variants in the American dialects, with extensive practice in transcribing, both descriptively and prescriptively with IPA symbols.

462 Clinic Practice 2 semester hours

Each student will be taught the techniques of interviewing clinic visitors, using case history for diagnosis, planning a therapy and determining prognosis. Actual work with persons who are trying to overcome some speech defect is required.

436 Speech Laboratory Technique 2 semester hours

Practical work with recording equipment, audiograms, etc.

Annetta L. Wood
William Ballare
L. Toward Fox

Respectfully Submitted,

Edwin C. Falconer

Head of the Department of English

ANNUAL REPORT 1947 - 48

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Trends and Developments

World War II, as did World War I, gave impetus to the growth of health and physical education in the public schools and colleges. The need for trained teachers to conduct these programs was evident. Many veterans and others were interested in obtaining at least some certification in physical education at the college level. The interest of the student body is evidenced by the increasing enrollment in the various activities by the thousands. The figures presented below illustrate this trend.

| <u>School Year</u> | <u>No. of Men</u> | <u>No. of Women</u> | <u>Total</u> |
|--------------------|-------------------|---------------------|--------------|
| 1945-46 | 45 | 16 | 61 |
| 1946-47 | 60 | 28 | 88 |
| 1947-48 | 139 | 28 | 167 |

During this time a program of studies for the degree was developed under the supervision of Dr. Carr and Dr. Hanson. As a result of their efforts in cooperation with the Board of Health, the following schedule of courses is required for a minor in physical education:

For Men and Women

| | |
|----------|---|
| P.E. 104 | Recreational Living |
| P.E. 201 | Anatomy and Physiology |
| P.E. 302 | History and Principles of Physical Education |
| P.E. 405 | Methods of Teaching Games |
| P.E. 409 | Organization and Administration of Physical Education |

For Men

| | |
|---------------|-------------------------------------|
| P.E. 1007-108 | Methods of Coaching and Officiating |
| P.E. 2008 | Management of Athletic Activities |

For Women

| | |
|---------------|-------------------------------------|
| P.E. 1007-108 | Methods of Coaching and Officiating |
| P.E. 2008 | Management of Athletic Activities |
| P.E. 2400 | Organization of Athletic Activities |

Physical education of physical education activities for girls continues.

The staff of the college during the year 1924-25 was composed of the following: Mr. J. H. ... and Mr. ... The ... of the college high school. The ... is listed below:

- Miss ...
- Miss ...
- Miss ...
- Miss ...
- Miss ...
- Miss ...
- Miss ...
- Miss ...

This list of staff members is ... of the college ... Mr. ... of the ... of the college ...

Department of ...

The ... of the college during the year 1924-25 was ... The ... of the college ...

I have ... of the ... of the college ... The ... of the college ...

A specific program of studies for a degree in physical education was developed, as previously mentioned. Also, a teacher may elect to go for certification in health education. The courses are those listed below.

- H.E. 100 Health Education
- H.E. 301 History and Physiology
- H.E. 401 Methods and Principles in Health Education
- H.E. 411 School Health Education

Four additional courses in health education were offered.

The course H.E. 401, Health Education, is offered for those students who wish to work for certification in 1945-46. Certification concerning the course was sent to school superintendents and principals in this region of the state.

The following professional courses were offered in the first semester:

- P.E. 100 Hygiene and Health
- P.E. 301 History and Physiology
- P.E. 302 History and Principles of Physical Education
- P.E. 303 Methods of Teaching Games and Sports Skills
- P.E. 307 Methods of Coaching and Officiating
- P.E. 307 Sports Practice, Coaching and Officiating
- P.E. 307 First Aid Course
- P.E. 304 Theory and Practice of Teaching
- P.E. 405 Management of Athletic Activities
- P.E. 405 Organization and Administration of Physical Education

The following professional courses were offered in the second semester:

- P.E. 100 Hygiene and Health
- P.E. 301 History and Physiology
- P.E. 302 History and Principles of Physical Education
- P.E. 303 Methods of Teaching Games and Sports Skills
- H.E. 304 Driver Education
- P.E. 307 First Aid Course
- P.E. 308 Methods of Coaching and Officiating
- P.E. 308 Sports Practice, Coaching, and Officiating

The regular program of physical education for men and women was carried out in the college and college high schools. Results in the latter are given in the letter.

General Fund, and other funds, and the amount of the same, as shown in the accompanying statement, is as follows:

| | |
|--------------|-------------|
| General Fund | \$1,000,000 |
| Other funds | 250,000 |
| Total | \$1,250,000 |

The amount of the General Fund is \$1,000,000.

The amount of the other funds is \$250,000, and the amount of the same, as shown in the accompanying statement, is as follows:

The amount of the other funds is \$250,000, and the amount of the same, as shown in the accompanying statement, is as follows:

| | |
|--------------|-------------|
| General Fund | \$1,000,000 |
| Other funds | 250,000 |
| Total | \$1,250,000 |

The amount of the General Fund is \$1,000,000.

| | |
|--------------|-------------|
| General Fund | \$1,000,000 |
| Other funds | 250,000 |
| Total | \$1,250,000 |

The amount of the General Fund is \$1,000,000, and the amount of the other funds is \$250,000, and the amount of the same, as shown in the accompanying statement, is as follows:

Special Features

During the year, several projects were completed.

The football team, under the coaching of Mr. Cooper and Mr. Mack, had an undefeated, untied season. Only 16 college teams in the nation had such a record.

The College High School football team, under the coaching of Mr. Stansen, had its second consecutive undefeated, untied season.

Mr. DeLoe was selected as golf professional for the Pacific Valley Country Club during the summer of 1934.

Mr. Hagerford presented a paper entitled "Mt. Vernon Elementary School (which was given favorable comment in the leading papers in New York.)

Mr. DeLoe received the degree of Doctor of Education from New York University. He was elected president of the New Jersey Intercollegiate Athletic Conference.

Problems and Recommendations

There are several problems which should be considered at this time.

There is need of trained clerical help in the department. The combined position of Director of Department and Registrar entails considerable correspondence and reports which cannot be handled by part-time student help whose hours are limited and staggered, and whose training is insufficient in some cases. Members of the Department spend more time than is justified typing and recording.

There is need for additional locker facilities. This point has been evident for some time. There is need for a larger gymnasium and additional activity rooms for dual sports and dancing. The locker and shower room situation has been improved by the recent changes made in the existing facilities. They are not adequate yet.

There is need for either additional or special gymnasium classes for classes in physical education. The type of work offered in the required courses does not adequately prepare these students in activities.

The problem could be met by scheduling classes on alternate weeks.

There is need for supervision of the course during practice teaching. Students are encountering individuals in matters of program and personnel. This aspect of their training could be handled by members of the Department as part of their teaching load.

There is need for additional office space. The Director, in light of his work, much of which is confidential, needs it in great privacy. This item should be given consideration when the opportunity for office space arises.

There is need of coordination with the Department of the Administrative Council. The Department services 11 students by official appointments and follows its health instruction, and provides recreation classes. It provides a recreational program of variety and interest. It is one of the largest departments on the campus. It would seem that a department charged with the health aspects of the student body, of which there are no less than 100,000, should have a voice in the establishment of college policies.

There is need of thought about the Division of Activities of Director of Department and Athletics October 2nd. With its increasing department, owing to increased enrollment and growth of the required and variety program, the multiplication of items makes it quite difficult for the Director to be present to give close personal attention and leadership and direction to the Department through its divisions and research.

Respectfully submitted,

Charles G. DeShaw

Charles G. DeShaw
Director of Health, Physical Education,
and Recreation

August 23, 1948

Dear President Sprague:

In response to your notice of May 15, 1948, I am submitting this annual report.

Its main divisions are those which you suggest: (1) the developments and trends, (2) special features and accomplishments, and (3) problems and recommendations. Because a discussion of the first division necessarily involves a discussion of the other two, all discussion is given in the first section of this report. The other two sections give only lists of brief statements.

Almost all of the exact data pertinent to the report, you already have. The purpose of this report, I take it, is to present a general summary which may help give perspective and be used for discussion of future policies.

It is hoped that you not only will consider the specific recommendations in section III but also will make suggestions concerning other matters mentioned.

On the chance that the report may help others a fraction as much as its writing has helped me, copies of the report will be given or shown to members of the integration department and of the administrative council.

Sincerely yours,

Rowat C. Fraser
Rowat C. Fraser
Head of the Integration
Department

ANNUAL REPORT, INTEGRATION DEPARTMENT, AUGUST, 1948

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I. THE DEVELOPMENTS AND TRENDS

Undergraduate Instruction

Our plan of undergraduate instruction seems, in general, to be satisfying and adequate. There has been little, if any, expressed desire to change our main topics or sequence: freshman orientation to the profession; sophomore study of educational psychology; junior study of aims, organization, and general methods; and senior effort to get perspective of basic ideas and principles, as well as to have and to discuss the practical experience of student teaching. The department seems to be emphasizing the generally recognized educational needs and problems of our time.

The extent to which it actually is doing so in the most effective way, can be ascertained only after some such curriculum study as is described later in connection with the prevention of duplication in courses.

In any case, changes continue to be necessary. What seem to be the most important are indicated by the headings and discussion which follow.

Maximum class size. In the first semester one problem tended to overshadow others and to prevent progress. Since it has been largely solved, few details need be given here.

Integration department courses in particular need to exemplify excellent teaching which is somewhat comparable to the high school instruction being discussed. In the first semester many class sections were too large for us to meet this need. Aggravating this difficulty was another: a five-day gap from Wednesday to Monday, or from Thursday to Tuesday, since all sections met two fifty-minute periods a week. It taxes one's ingenuity to teach effectively about individualized instruction in high school classes averaging thirty pupils when one's own crowded classroom contains more than forty, fifty, or a hundred. It is almost equally trying to illustrate the development of deep student interest when classes meet briefly and seldom.

Sixteen of our sections the first semester enrolled more than forty students, of which eight enrolled more than fifty and two more than a hundred. The registrar and Mr. Jackson have been co-operating in the past semester to make forty the maximum size for any section. Since morning Integration classes tend to enrol the maximum permitted, members of the department feel that a maximum average size is also necessary; their suggestion is thirty students.

Least the experiment be planned again, it should be noted that for Integration 100 the first semester only three sections

were provided---enrolling 78, 103, and 114 students respectively. Such classes of our freshmen, except for certain times of occasion, were clearly far too large, for any instructor. Since most freshmen are still adolescent and since many come with uncommendable habits of attention and effort, large classes tend to encourage the retention and even the spread of such habits. They fail to give desirable orientation, therefore, to either college or profession.

Next year the sections in this course will be limited to forty students each. Eleven of the thirty-three possible meetings are planned as joint meetings of two or three sections each. For these large meetings, however, the common practice throughout the country will be followed of having present not only the instructor in charge but also at least one assistant---in this case, all the instructors of the sections attending.

Three-credit courses. The difficulty of getting sustained student effort has led us to consider replacing certain two-credit courses with three-credit ones, without adding to the total number of credits required in Integration courses. Three-credit courses have another great advantage: by giving each instructor fewer sections and therefore fewer different students to teach, they enable him to know the individual student much better. Instructors can not now get to know some of their students even by name.

An important pertinent fact here is that the disadvantages found in two, separate fifty-minute periods a week seem to be less pronounced in our graduate classes which meet one two-hour period per week.

Teacher specialization. There is an unfortunate rumor, founded in part on past practice, that almost anybody on the faculty can teach certain Integration courses and that any Integration instructor can teach almost any course in the department. We are trying henceforth to have instructors teach only those courses in which they care to specialize.

Prevention of duplication. The nation-wide rumor or fact that education courses contain unwarranted duplication is heard at Montclair. It should have no basis in an institution where modern ideas of curriculum construction are followed. As soon as possible the course outlines already filed will be supplemented and made comparable in order to show clearly the chief questions or topics, and the approximate time given to each. With such outlines in hand, we can note and eliminate duplications and omissions, as well as make the constant revisions necessitated by new knowledge and changing social conditions or by the introduction or expansion of other courses.

This task is simple in description. Actually, of course, the initial complete survey and co-ordination can hardly be ac-

completed for all our courses, graduate and undergraduate, within a two-year period. To do it even that soon will require considerable special effort and time from every department member. Since it is obviously advantageous and is also the kind the curriculum planning which we recommend for secondary schools, however, it seems to be essential.

Revision of Integration 100. Mimeographed, tentative plans for this course have been drawn up in revised form after conferences with the instructors to be involved.

Since about half the content concerns orientation to college, not to the profession, it does not seem to be fitting to count both credits as Integration. Should we not revert to a one-credit course in orientation to college in addition to a two-credit freshman course in Integration? Such a change would incidentally give a much needed opportunity for additional instruction in educational psychology or other Integration subjects.

Preparation for elementary school teaching. The shortage of elementary school teachers, together with the state emergency certification requirements for them, is causing increasing enrollments in the pertinent courses here. In the past year one section of each required course was sufficient each semester. In the first semester this next fall two sections will be needed in two, if not in all three, such courses.

A fourth, alternative course was added the second semester concerning the teaching of three elementary school fields. In accordance with your suggestion two more will be considered for the second semester ^{next year} concerning the teaching of Art and Music respectively.

Student teachers of 1948-1949 have been informed of these various offerings and requirements in writing. Other students will be given this information next semester.

Incidentally these additional courses, taught by members of other departments, may, if mutually planned and developed, help to give the quality of integration which this department and the College need. This year for various good reasons the new course was developed outside this department, even though an Integration course. Especially when the curriculum construction already mentioned gets further under way, it seems to be essential that new courses, even though taught by others, should be dovetailed carefully with the content of other courses in the department.

Do all our courses together give adequate preparation for beginning elementary school teaching, even as an emergency measure? This question should be kept prominent. In particular, should more observation in the elementary grades not be required? In the spring semester all student teachers were asked to request some

opportunity to observe the best local work in elementary schools. A large majority were given it. Such requests will be made of supervising principals early in the coming year so that the opportunities will be more extensive. Following your suggestion, student teachers who have met the minimum, seven semester-hour requirement for beginning elementary school teaching, will also, if possible, be given three or four weeks of student teaching in an elementary school.

New certification requirements. Beginning September 1 no particular number of credits will be required under the various categories in state requirements. Consequently, we may set our own requirements with more latitude than hitherto.

Shortly after October 15, two or three department members will confer with Dr. Preston concerning the relation of our courses, graduate and undergraduate both, to the new requirements. Prior to that conference all concerned here will be invited to make suggestions.

Criticism by students. Two sources of criticism by students deserve mention, for different reasons. In the past year two Montclairian editorials adversely criticized the Integration department for supposed discrimination---one because of a letter placed on the bulletin board mentioning a Christian organization vacancy for Christians; the other because of a traditional placement inquiry form requesting the nationalities, places of birth, and occupations of parents. In neither case did the writer check the facts with department officials. If she had done so, a fuller understanding would have resulted in a more helpful editorial, or none at all. In one case appeal was also made to an outside source of pressure.

These cases illustrate not only poor journalism but also the very lack of professional ethics which has caused so much unnecessary friction in American education and which is rightly condemned in our classes. For, to the degree that they are permitted to be successful, they teach our prospective teachers to seek reforms not ethically by inquiring and appealing first solely to the proper authorities in turn and then, if necessary, in turn to their organizations, publications, state authorities, and general public---but unethically by appealing directly first, without even inquiry as to all the facts, to colleagues, newspapers, organizations, and other available sources of pressure.

It is hoped that future Montclairian editors will be warned in advance to seek all the facts and a comprehensive view, and---since this is a teachers' college---to follow professionally ethical procedures before publicizing complaints. Approached in this way, campus problems offer opportunities for valuable education.

Another student criticism heard at post-student teaching conferences has been that the Integration has failed to teach enough "tricks of the trade." This criticism reveals a misunder-

standing of the relative functions of the department, as well as of the relative importance of principles and techniques. What these students apparently meant by "tricks" are taught, as we understand it, primarily in the special methods courses of other departments, and only incidentally in but two Integration courses ---300B and 400B---as well as in student teaching itself. This criticism reminds us to teach more clearly that in all states most required integration or education courses are primarily for the purpose of teaching basic principles and general perspective, and that without this basic, general knowledge techniques can not be wisely applied.

X. Student Teaching

There seems to be practically no demand for a basic change in our plan for student teaching. The latter is highly regarded by both students and public schools. In fact, the baptism of fire which it provides the student gives the College a tremendous advantage over colleges which do not have it. The developments and difficulties here are chiefly those due to changing conditions.

Student teaching at various school levels. Late last October after the need of more student teaching in junior high schools was called specially to the attention of the administrative council, the Integration department and most department heads asked all student teachers to reconsider their choices of school. The department also asked supervising principals to have all student teachers, if possible, teach at least one course in the ninth grade or junior high school. Later we sent a request that they also observe in an elementary school. A majority of our student teachers whose subjects permitted had both these opportunities.

This year freshmen, sophomores, and juniors, as well as seniors, will be informed of these needs earlier and more persistently. And similar requests will again be made of schools.

The increasing number of student teachers. In 1947-1948 there was the unprecedented number of 266 student teachers (35 the first semester and 231 the second). In 1948-1949 there will apparently be about 350 (65 the first semester and 285 the second); for this number has either already enrolled or will have completed a departmental special methods course the first semester.

The number will increase for still another year since there were over four hundred sophomores in 1947-1948. The third year, 1950-1951, the number will apparently decrease to about that of 1947-1948.

The full time of one additional faculty-member and half the time of another, or the equivalent, will therefore be needed next spring for at least twelve weeks, perhaps eighteen.

There has been an understandable tendency to assign as supervisors of student teachers faculty-members who are not regu-

larly assigned to definite courses. Unfortunately these often include those who are least able. This tendency should be resisted, for two reasons. It is important to have the ablest possible supervisors for the student teachers' benefit. Student teaching is the high point in a student's career here. If he does not receive impressive benefit from a supervisor, our professional cachet tends to be discredited in the minds of all students. Secondly, the supervisor is inevitably engaged in public relations. If school officials are not well impressed by him, again the institution suffers, as well as its future effort to place student teachers and graduates. Not least, the supervisors acting for the Integration department need to be among our most capable faculty members since they, in particular, are expected to represent not only the teaching of particular subjects but also overall needs and public relations with principals.

Relations with principals and training teachers. It became evident this past year that many training teachers and some principals do not adequately understand what we expect of them. In some cases, for instance, student teachers have been given a full, five-course teaching load the first week, have been actually given the weakest teachers in the school as training teachers, have been left practically without supervision by the training teachers after the first few days, and have been evaluated according to a ~~wide range of~~ standards.

unjustifiable

One step is already being taken to correct this condition. Hitherto our packet of instructions to ^{the} training teacher has been taken to him by the student teacher when he goes out to teach. This year we are sending packets to both principals and training teachers at least ten days in advance. For the second semester these packets will be sent several days in advance of visiting day. They will also contain explicit invitations to request additional information and assistance from the College.

Whether the recipients will read the contents is, to be sure, another question. In any case it seems to be desirable in the near future to resume special conferences and dinners for them.

Additional office help, incidentally, will enable us to keep systematic records of the qualifications and services of principals and training teachers who are connected with our student teaching program.

Standards for supervision and marking. An unfortunately wide range of these standards was noticeable this year by College, as well as other, supervisors. More conferences with individuals and groups concerning them, therefore, will be held.

Special, early guidance for our weaker students. In the past year not a few of our student teachers were markedly deficient in scholarship, in personal qualities, or in both. The results have been unfortunate for both them and the College, as well as for the schools involved.

In most cases the deficiencies probably could have been overcome if in their freshman or sophomore years the students had been given definite, written requirements to make reforms. In a few cases the faults were apparently so deep-seated that the student should have been encouraged early in his Montclair career to change his college.

Both these needs could conceivably have been met, for in every single case the deficiencies had long been known to members of the major department. The guidance has been inadequate for the simple reason that it can not enforce requirements and is not on a college-wide basis.

The well-taken argument that apparent weaknesses do not necessarily prove a student's inability to teach, does not apply to some of the kinds of weakness displayed. In any case it points the way to perhaps the best solution: to give all students some preliminary practice in teaching---which staff members can observe---as early as the sophomore year. This solution will be considered below in some detail.

First, it may be well to record here the chief kinds of deficiency observed. They were these:

1. Unwillingness to heed suggestions of training teachers or supervisors. In some cases the training teachers ceased trying to make suggestions because of the immediate, lengthy, inevitable retorts.
2. Lack of respect for the rights and wishes of other teachers in the school. The teachers requested that one student teacher be barred from their recreation room because of his tendency to dominate conversations.
3. Lack of serious daily preparations.
4. Habitual tardiness. One student teacher/was tardy twenty-five times in her student-teaching period.
5. Poor grammar. In several cases it was so bad as to cause general ridicule in the staff.
6. Poor enunciation or weak voice.
7. Gross overweight. Her training teachers and principal/required one student teacher to reduce greatly because of unfavorable pupil reaction. (She reduced over twenty pounds!).
8. Poor grooming. There were several cases of this kind. One student teacher would not be recommended by a single faculty member here who knew her because of this fault.

Relatively such cases are not numerous but nevertheless should clearly be eliminated.

Unfortunately several are obvious among our student teachers for 1948-1949. A college-wide policy of scrutinizing each sophomore and junior---if possible, while doing some practice or assistant teaching---and of definite, written requirements for improvements would seem to be an obvious and important need.

Preliminary practice teaching before the senior year. This need, as well as its advantages, seems to be prevalently recognized. Such preliminary practice would make the student more interested and realistic in his college studies, would lessen the initial strain of his senior-year student teaching, would improve his student teaching, and would show more clearly than any other test whether the student should go on into the teaching profession.

Assistant teaching in the College High School, while valuable, could not meet this need since it would, according to regulations, consist only of observation and helping.

At least two other possibilities remain. By far the more practicable is to give every student some practice in teaching appropriate college classes. This practice has long been followed by at least one department with conspicuous success. The details might be as follows. For at least one period in one of his major classes, each sophomore would put his lesson plan on the board, would teach for half an hour accordingly, and would then hear a discussion by students and instructor of his strong and weak points. While this plan has the deficiency of not putting our students in touch with high schools and their pupils, it would apparently meet all the needs for preliminary practice. It would give experience, for instance, in facing a class, organizing, explaining, demonstrating, using the voice for teaching, using the blackboard, trying to arouse interest, and adapting materials to student and social needs. Students with apparent weaknesses could be given a second or a third such period---if necessary in other classes---and be observed by more than one faculty member.

The other proposal is obviously difficult to administer, especially now with our increasing numbers of students. Already used in some teachers' colleges it is to place sophomores in the public schools as assistant teachers for a week or two or three ---a week near the beginning of the year, for instance, and one or more weeks several months later in the same classroom. Such a plan would necessitate simultaneous absences by all sophomores from their college classes. It would also necessitate our requesting a great, additional amount of co-operation from public schools at the very time when the number of our ^{senior} student teachers is greatly increasing.

Reports concerning student teaching experiences. It is prevalently agreed by students and faculty-members alike that such conferences as those held by Kappa Delta Pi and various departmental clubs after the student teaching period are among the most valuable evenings of a student's college career. Unfortunately their results have not been well recorded or publicized; and all together they do not invite or attract the great majority

of our students. More effort to record their conclusions and to extend their influence will be made.

Studies of communities. Dean Partridge has suggested that student/ teachers might well study, in advance and later, the communities in which they do their student teaching. The obvious merit of this suggestion has resulted in developing an outline for such a study and making the study one of the requirements in Integration 400A. It may be followed up later as one of a student's case studies.

The College Demonstration High School

Since Mr. Seybold is making a special report on this phase of the work, it is mentioned here only to point out its possibilities in helping to meet two needs.

Although the school can not legally be used for practise teaching, we understand, it can be used for assistant teaching. While inferior to actual teaching, such experience would be valuable to the student in many ways. If each teacher in the school were given two juniors as his assistants every five or six weeks, it would be possible for all members of the class to get experience in assistant teaching in the course of one year. The credit or proper course connection for such work may be a special problem.

There is also obvious need throughout New Jersey and the nation today for demonstrations of new, prevalently accepted but little practised theories of secondary education. Among these needs, for instance, are the following:

- Relating a course to significant problems of everyday life.
- Giving active experience, as well as verbal or other passive instruction.
- Emphasizing ideals of a given kind---of straight thinking, of ethics, of aesthetics, ~~xxx~~ or of spiritual faith.
- Giving adequate attention to individual differences.
- Using the best variety of methods.
- Using the best teaching aids.
- Providing and encouraging democracy in the classroom.

Teachers and administrators would probably come far to see well-planned, stage demonstrations of any such teaching, followed by explanations and question-answer discussions led by the demonstration teachers.

All the needs mentioned are being met in one or another of our College High School classes. The practicability of stage demonstrations there has been proved in our Integration 100 classes this past year.

Such demonstration-conferences would clearly be helpful in our public school relations. They, or their equivalent, may be necessary if ~~xx~~ our increasing number of student teachers and graduates are to be placed.

Placement

Relative numbers placed. Two of the three most notable developments in placement have already been implied. One has been the relatively increasing number of opportunities in elementary and junior high schools. About one-third of our placements this year have been in elementary schools, and a considerable number in junior high schools.

More placements continue to be made in the senior high school than at any other level. None of these schools are among the best in the state. At least one---Clifford Scott High School---had never before employed a beginning teacher.

A second development has been the increase in the number of students to be placed. This fortunately has been counteracted by an increase in the number placed. In recent years only a handful have been placed by commencement time; this year forty-six had signed contracts by the first of June. Mr. Smith assures me that, as usual, by the opening of school practically none of our current graduates will still be available for teaching.

Difficulties encountered. One difficulty has been the increasing hesitation of most seniors to accept a position beyond commuting distance of their homes. This hesitation seems to be due to the rising cost of living---in other words, to salaries distinctly lower than in other kinds of available work, and too low to offer good prospects of early marriage or payment of debts. Whatever the cause, almost one hundred vacancies reported to us by school administrators have not attracted a single candidate from among our two hundred and sixty-six graduates.

These facts make evident two needs: to bring effectively to the attention of our freshmen, sophomores, and juniors the desirability of beginning their careers where the needs and opportunities are---i.e., in the upper grades or in the junior high schools, and beyond commuting distance from their homes; and to invite to the College for interviews with candidates more school officials from the smaller, non-metropolitan schools which employ beginning teachers.

In the six weeks of school following the spring student teaching, the number of schools whose officials came here to interview candidates was twenty-five. Next year with at least ninety more student teachers invitations must obviously be given to many more.

Additional office help. With the increasing number of student teachers and needs for placement, the department office at times was far behind in its essential work. Its efficiency and punctuality were hardly suitable for prospective teachers to observe.

An additional secretary for at least half time, given to the department on April 1, should enable us to meet all needs

effectively and impressively next year. A list of deadlines for essential work has been made and will be rigidly applied. This list will be called to the attention of all staff members concerned in order that they may effectively co-operate with the office in meeting our needs.

Allocation of responsibility. I personally shall be responsible for seeing office records and work adequately and constantly up-to-date, as well as for all meetings, correspondence, contacts, etc. whose purpose is to inform our under-graduates concerning student teaching or placement.

Mr. Smith will have responsibility for the actual placement ---the uncovering of vacancies, the inviting of administrators to the campus, and the contacts of students and administrators. Since this responsibility is now beyond the powers of any one man to meet, it is hoped that Mr. Foreman can be released from some of his teaching the second semester in order to assume a definite part of it.

Graduate Instruction

Three developments should be noted here.

New type of comprehensive examination. Considerable dissatisfaction arose with the type formerly used. The latter took more effort and time to construct than was reasonably available, being subjective; many of its items and, therefore, the test as a whole did not seem to be fair from the students' points of view; and the evaluation aroused controversy among department members. Perhaps its greatest defect was that it was not comprehensive in the sense of testing a student's ability to relate the teachings of various courses to an over-all understanding of educational problems.

Three changes were made: the questions were made more truly comprehensive; they were, consequently, of the essay type; and a set of nine questions, of which five were to be designated for answering at the time of the examination, were given to all candidates over two months in advance. The results surpassed expectations. Although a few students complained that none of their courses had touched upon some of the questions, or that they were tempted to memorize answers, the great majority of students volunteered their opinion that the examination was not only fair but also beneficial; and, as was obvious, that they had worked harder for it than for any course.

Student co-operation in developing our graduate program. A student committee from Mr. Clayton's Educational Sociology class invited Dean Partridge, Mr. Ingebritsen, and myself last April to participate in a panel discussion concerning our graduate program. The three of us met with the class for well over an hour, hearing and discussing points of view.

The report of this student committee was later mimeographed for discussion by the Integration Department at its June meeting. In brief, it suggests that serious duplications and omissions be eliminated; that student oral reports should be used much less frequently in several unnamed courses and should not be permitted to be given in more than one class each; that each course and class meeting be held to a plan; that teachers consider special student interests when drawing up detailed semester plans in the first meetings of each course; that a variety of methods be used where pertinent; and that students be asked to help in developing the program as a whole.

However much the implied faults may be justified in various courses, the suggestions seem to be worth serious consideration. The effort already mentioned for eliminating duplication and omissions will be applied as soon as possible to graduate courses as well as undergraduate. Faculty members have been given the suggestions and have discussed them. And students will at due intervals of perhaps every three years be asked to discuss the total program.

New certification requirements. These requirements will affect our offerings considerably. We must add at least one and perhaps three new courses, for the phrase "basic course in administration" will henceforth be interpreted by Dr. Preston as a course in both elementary and secondary administration. We now give no such course. Three such are required for the administrator's certificate, for which Miss Faith informs us we might well plan to prepare students. When one or more of these courses are added, the content of other courses in administration will necessarily have to be revised.

New worksheets. Our well-organized worksheets which note the courses required and elective for our B.A. degree in Integration have not specified the requirements for certificates. This past year each matriculant has been given a copy of certificate requirements, along with his worksheet, and has planned his courses in the light of both. After our conference with Dr. Preston this fall, new worksheets will be drawn up which show the student both the degree and the various certificate requirements.

Public School Relations

Programs for high school assemblies. Besides the numerous means to good public school relations already mentioned in this report, mention should be made of one more service to the public schools, and to the college and the profession. Upon request the Department supplied a student panel to discuss, with a faculty chairman, "Opportunities in the Teaching Profession" for a Cranford High School assembly and P.T.A. meeting. So surprisingly and obviously successful was this assembly that eight offers to supply similar programs were made this spring to neighboring schools.

Two more programs were given, at Dover and at East Rutherford. At the latter the College Trio was present to give special music. A more widespread offer of such programs is planned for the coming year.

Integration

Members of the department are keenly aware of their opportunities and difficult responsibilities to integrate their work with that of other departments and the public schools.

Perhaps the best way to attain that integration, as the best basic way to deal with almost any educational problem, is to keep objectives clear and dominant. The best possible student teaching experience and placement seem to be the practical major aims of the College. In connection with these, we are assuming, the relative functions and duties of all individuals, departments, and organizations in the College can be seen in perspective and duly co-ordinated.

The spirit of co-operation shown by other departments, as well as by public schools, with us seems to be all that could be desired. Where it has not been adequate, the difficulty seems to lie in one or more of the problems already noted in this report.

Two particular features of the College which aid integration greatly are so striking to a newcomer and so important that they should perhaps be mentioned here. One is the practice of having no special faculty for the College Demonstration High School, and of having all heads of departments and other prominent College faculty members teach there. This at once keeps all faculty members interested in the secondary school level and in its professional problems.

Another feature of the College tending to produce this result is the practice of having all leaving faculty members do some supervision of student teachers.

The result is a considerably greater degree of co-operation and of educational effectiveness than I personally have encountered in other colleges or universities.

II. SPECIAL FEATURES AND ACCOMPLISHMENTS

1. Reduction of the maximum class size to forty students.
2. Revision of the content of Integration 100.
3. Arrangement of effective stage demonstrations of teaching in Integration 100.
4. Successful encouragement of an increased number of students to study for elementary school teaching and (or) to observe in the elementary grades.

Special features and accomplishments (continued)

5. Successful encouragement of an increased number of seniors to do student teaching in the junior high school.
6. Maintenance of adequate student teaching and public school relationships despite a greatly increased number of seniors.
7. Preliminary effort to arrange for special, early guidance for our weaker underclassmen.
8. Arrangement for community studies by future student teachers.
9. Placement of an increased number of students, especially before graduation.
10. Allocation of responsibilities in the department.
11. Construction and successful trial of a new type of comprehensive examination for the B.A. degree.
12. The beginning of student co-operation in developing our graduate program, and of staff consideration of student suggestions.
13. Arrangement for three student-panel discussions for high school assemblies on "Opportunities in the Teaching Profession."

III. PROBLEMS AND RECOMMENDATIONS

Undergraduate Instruction.

1. To maintain a maximum class size and a maximum average class size so that all department courses may exemplify excellent teaching. Tentative recommendation #1: That no class be permitted to enrol more than forty students, and that the average size of classes in the department be not more than thirty students.
2. To consider further the advisability of three-credit courses to replace certain two-credit courses, without increasing the credit requirement in Integration.
3. To make further progress toward teacher specialization.
4. To eliminate serious duplication and omissions in courses.
5. To adjust courses in the most effective way to the new certification requirements.

* Tentative because of lack of adequate preliminary discussions to date.

NOTE: Recommendations here do not include recommendations for assistance, equipment, or supplies. If they should, please note the need for additional supervisors mentioned at the bottom of page 6.

Problems and Recommendations (continued)

6. To get consideration of a new, additional one-credit orientation course, separate from the present two-credit freshman Integration course. Tentative recommendation #2: That such a separate orientation course be considered for adoption.
7. To develop and integrate with our program, courses in Art in the Elementary School and Music in the Elementary School.
8. To arrange more observation in elementary schools for those students seeking an emergency certificate for teaching there.
9. To consider further student teaching, in part, in elementary schools; and to arrange for it.
10. To encourage more ethical and informed student criticism. Recommendation #3: That all students, and future Montclairian editors in particular, be ^{especially} informed of the professionally ethical way to make complaints and to seek justice.

Student Teaching

11. To encourage more students to do their student teaching in the junior high school. Recommendation #4: That the facts and the possibilities here be discussed again by the administrative council briefly---and, through its members, by all other faculty members.
12. To secure competent supervisors for student teaching. Recommendation #5: That only the ablest faculty members or outsiders be assigned as supervisors of student teachers.
13. To maintain good public school relations through conferences of supervisors with school principals individually and, if possible, through special group meetings and dinners.
14. To make better provision for informing principals and training teachers concerning our program. Recommendation #6: That special conferences and dinners for principals and training teachers be held, if possible, for the purpose of discussing our student teaching program and of encouraging schools to participate in it.
15. To give special, early guidance for our weaker underclassmen so that we shall send out no more weak student teachers. Recommendation #7: That special scrutiny be made of each sophomore and junior, preferably by the major department and, if necessary, also by a special personnel committee with the objective of giving him definite requirements in writing for the overcoming of weaknesses or for changing his college.
16. To attain more uniform standards for supervision and marking of student teachers.

Problems and Recommendations (continued)

17. To provide some preliminary practice teaching before the senior year. Recommendation #8: That the administration and, if it seems advisable, department heads and others consider early in the year the possibilities for this mentioned on page nine of this report.

18. To provide ^{post-}student teaching conferences for all students to attend.

19. To record the conclusions of post-student teaching meetings.

20. To develop further the type of community studies to be used by prospective student teachers.

21. To foster conferences for public school principals and teachers for the purpose of providing better contacts with and services to the schools. Tentative recommendation #9: That the possibilities for such conferences as described on page ten be discussed early in the year with Mr. Heybold and department heads.

22. To provide the maximum number of placements, especially in view of the unprecedented size of the 1949 graduating class. Recommendation #10: That before the second semester teacher schedules are made out this fall, this problem be thoroughly discussed---especially, methods of uncovering vacancies, range of administrators to invite to the campus, the possibilities of using Mr. Morehead to assist Mr. Smith, and the definite assignments for him.

23. To inform freshmen, sophomores, and juniors more effectively concerning the desirability of beginning their teaching careers where the needs and best opportunities are---i.e., probably for many of them in the upper grades or in the junior high schools, and beyond commuting distance from their homes.

24. To consider further the suggestions made by students concerning our graduate program.

25. To eliminate serious duplications and omissions in graduate courses.

26. To adjust ^{graduate} courses in the most effective way to the new certification requirements.

27. To develop new worksheets showing both the degree and the various certificate requirements.

28. To offer as many high schools as possible student-panel-discussion assembly programs.

29. To make special efforts wherever helpful to encourage integration of the department's work and the work of other departments and the public schools.

ANNUAL REPORT OF THE LANGUAGE DEPARTMENT FOR THE YEAR 1947-48

A. Developments and Trends--General

As the years pass since the conclusion of the World War, there appears to be a trend toward more normal conditions in the field of foreign language teaching. Although the educational imbalance between the humanities, of which foreign language teaching is an integral part, and the sciences is quite apparent, some evidence exists that efforts are being made to reduce it. It is being felt rather widely today that unrestrained concentration on scientific studies, which results in a gradual lessening of interest in the humanities and, indeed, of interest in nearly all phases of cultural endeavor, as distinguished from practical, must be controlled for the good of society in general. It takes some time for such a change in trend to become clearly apparent; still the increased enrollment in the Language Department at Montclair this year (1947-48) suggests that more interest in the "things of the spirit" is being shown. It might be argued that the rise in enrollment in our Language Department is a natural result of the great increase in the total number of students at Montclair, but this overall increase has not materially affected the size of the language, mathematics and science departments. Indeed it has been negligible in these departments in comparison with the enrollments in English, Social Studies and Business Education. The reason for this unequal distribution stems from war time influences in our high schools. The present improved conditions of the Language Department suggest that high school students are beginning to forget wartime indifference to serious study and are catching a glimpse

at last of the immediate importance of a knowledge of foreign languages. The position of leadership in international affairs now held by the United States and the consequent need for a large group of bilingual young people to support this leadership abroad will undoubtedly be strong factors in producing increasing emphasis on foreign language study in the near future. The New Jersey legislature would now be well advised to make foreign language study compulsory, in the interest of international peace, as it made additional study of United States history compulsory during the war in the interest of national stability. The Language Department at Montclair in conjunction with a group of forward looking high school foreign language teachers is promoting the importance of a more realistic attitude toward the study of foreign languages in New Jersey. At the moment, effort is being concentrated on gaining the support of the State Educational authorities for a new foreign language syllabus. A new state syllabus, it is hoped, will furnish much needed direction to the state language teachers and suggest new approaches to language teaching in line with present and future needs.

B. Developments and Trends-Particular

1. The Spanish Curriculum

During the current year interest in the study of Spanish was exceptional at Montclair. Class enrollment was heavy; indeed, too heavy for efficient work if our use of Direct method teaching is to be maintained. This interest in Spanish was especially evidenced in the preparation of a Spanish Spring Festival. The Spring Festival took the form of a presentation of the "Three Cornered Hat" of Alarcon. It was given twice during the spring, once for the benefit of the War Memorial Fund and later for the Student Exchange League. On both occasions genuine interest was very pronounced. The play was presented to an amphitheater crowded with teachers and students from the public high schools. Despite the demands of this extracurricular work, the usual program of the Spanish Department was accomplished under the leadership of Professor de Escoriaza and Miss Peloro.

2. The French Curriculum

It has been very reassuring to the French Department this year to find a considerable increase in enrollment in the freshman French class. Should the trend toward French maintain itself next year some consideration must be given to dividing the freshman class into two sections. This would really be a return to prewar conditions for in the 30's two sections of French 101 were always necessary. The French Department staff, though gratified by the marked increase in interest in French, is hopeful that the quality of candidates may soon indicate improved high school conditions. Our

decision of last year to spend more time in the first college year on French fundamentals of grammar and pronunciation has borne fine results. We have been able to bring all our freshman students up to an average level in attainment, upon which we can build solidly throughout the subsequent years of advanced work in French.

3. The Latin Curriculum

During 1946-47 some changes were inaugurated in the Freshman Latin work in an effort to acquaint the students that came to us with only two years of high school Latin with the work usually done in the advanced high school Latin classes. This departure proved so beneficial that during this current year the same procedure was followed. The increasing number of candidates who have had the opportunity of only two years of high school Latin instruction seems to indicate that a further change in our curriculum may have to be made. Such a change will involve a greater emphasis on the study of Cicero and Virgil. We are maintaining our advanced Latin classes as usual; the weaknesses in background appear particularly in the first semester's work of the Freshman year.

4. The Language Curriculum

The importance of the contribution of Miss Littlefield to the college in the field of Linguistics was brought to a peak of emphasis during this year due to the fact that it was her final year of teaching on our campus. Her classes in the Foundations of Language were crowded beyond our expectations by students who wished to have the experience of her magnetism and scholarship before she reached retirement age. The

Department was careful to secure a precise statement of the material usually covered in her famous course for future guidance and we are hopeful that a graduate of the college thoroughly acquainted with Miss Littlefield's methods and standards may be found to continue her splendid work.

5. Departmental Activities

The outstanding activities of the Language Department this year took the form of a presentation of the Comedy, "The Three Cornered Hat", by members of the Spanish Department. The comedy was presented twice. Both occasions proved imminently successful, not only financially but from the point of view of propaganda for the study of Spanish and advertisement of our college as a splendid educational center. Every student in the Spanish Department took part in the project, gaining thereby experience very valuable in itself and especially important for later high school teaching. The result of this activity on the part of the Spanish Department has been revival of interest in our system of Foreign Exchange. The Student Exchange League which had been very quiet during the war came back to vigorous life and we expect a definite campaign will be begun to resume sending our language majors abroad as was done before the war.

Following the spring term our modern language teachers went abroad. Miss De Escoriaza to Spain, Miss Tonone to Martinique and Trinidad, Mrs. Cressey to France, and Miss Peloro to Mexico City. Mrs. Cressey was expressly requested to inquire into the possibility of resuming our early arrangements for student exchange with the French Lycées, this being a further result of the success of the "Three Cornered Hat."

The termination of Miss Littlefield's connection with the Language Department must not be allowed to pass by without comment. From 1927 when she joined the Montclair faculty her contributions to the college became more and more important. It was her good fortune to have the opportunity to influence every Montclair student through her required course in the Foundations of Language. That she was impressive not only because of her scholarship but because of her graciousness and ready sympathy was proved by the affection in which she was held by graduates and undergraduates as well. The testimonial dinner in her honor in June brought together faculty and students, her friends and admirers from 1929-1948.

ENROLLMENT DATA

Undergraduate

| July-August 1947 | | Sept.-Jan. 1948 | | | | Jan.-June 1948 | | | | |
|------------------|-----------|-----------------|-----------|-----------|-----------|----------------|-----------|-----------|----------|-----------|
| French course | | 101
24 | 201
14 | 301
9 | 402
8 | 102
21 | 202
9 | 302
9 | 404
7 | |
| Latin course | | 101
10 | 201
10 | | 402
13 | 102
9 | 202
11 | 302
9 | 404
7 | |
| Spanish course | | 101
27 | 201
30 | 301
14 | 402
15 | 405
13 | 102
25 | 202
27 | 302
8 | 404
13 |
| Language course | 300
46 | 300
154 | 401
23 | | | 300
199 | | | | |

Graduate

No graduate courses were offered by the Language Department during this year. The present M.A. requirements at college set 16 semester hours of graduate work in the major field as a necessary part of the 32 aggregate units for the M.A. degree. Only eight of these may be transferred from another graduate school. It seems impossible for the present language faculty to offer graduate courses to meet these requirements as all members are completely occupied by work on the undergraduate level.

C. Staff and Staff Changes

The Language Department staff for the past year is as follows:

| | |
|----------------------|---|
| W.H. Freeman | Head of Department and Professor of Languages |
| Ethel F. Littlefield | Assoc. Professor of Languages |
| Teresa de Escoriaza | Asst. Professor of French and Spanish |
| Germaine P. Cressey | Asst. Professor of French |
| Valentine Tonone | Asst. Professor of French |
| Lydia Calliandro | Instructor in High School Latin |
| Filomena Peloro | Instructor in College Spanish |

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D. Recommendations

The compulsory retirement of Miss Littlefield in June brings into sharp focus the loss to our teaching staff which the present lowered retirement age can produce. We can ill afford to be deprived of the services of so able a teacher or such enthusiastic scholarship as she possessed especially since she was in such excellent health. It is with the misfortune of her retirement in mind that I recommend that in such cases as hers, health rather than a specified age should be considered as the criterion of continued teaching service up to the age of seventy. Because of Mrs. Cressey's investigations into the possibilities of student and teacher exchange with France carried on during the last year, I recommend legislative interest in support of her suggestions.

H. J. Johnson
Head

REPORT OF THE MATHEMATICS DEPARTMENT

SJR

ACADEMIC YEAR 1946-47
September 15, 1946

I. THE STATE AND THE DEPARTMENT:

The enrollment continued to increase and problems related to an enrollment far beyond the capacity of the buildings and equipment available taxed the ingenuity of members of the mathematics staff as never before.

When the department moved to the temporary building P.W.A. 1, there was the hope that some of the crowded conditions would be relieved. But they were not. Adequate blackboards were not installed. Mathematics cannot be taught as a lecture course, and, as a result, teaching is not effective. A disgracefully small office with six desks and five staff members makes impossible any attempt at conferences and guidance. The head of the department must advise veterans, many of them. After they have squeezed and stumbled through the outer office, he greets them in a tiny cubicle, crowded if it contained only a desk. The mathematics department, with respect to growth in leading the teachers of New Jersey, and in the efficiency of its teaching is, after twenty years, in the state of being excellent teachers, but no log in which students can sit.

A study of the class of June 1947 shows that few seniors wished to teach in the junior high school. They preferred to teach in the senior high school or in college. With the great need for teachers in the elementary grades, a number of visits were taken to encourage interest in the lower grades. The

The American Medical Association is a national organization of physicians and surgeons, organized for the purpose of promoting the interests of the public and the advancement of the medical profession. It is a non-profit corporation, organized under the laws of the United States, and its assets are held in trust for the benefit of the medical profession and the public.

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most important of these steps was a modification of the course Mathematics 300 for mathematics majors. This modification was so slight that it in no way violated the requirements of the curriculum that Mathematics 300 be a lecture and course for all students. All sections of Mathematics 300 cover the same subject matter. Obviously, because of their previous training, mathematics majors can absorb more and can obtain a more intensive, a richer background, than is possible for majors in other departments. This segregation of mathematics majors in 300 is, however, not a new device. It has been in effect since 1928 when the course was numbered 100. The only change in the course was the requirement that mathematics majors make their required 20 observations in 7th or 8th grade classes and that some time be spent by the instructor in discussing the teaching in those grades.

The emphasis in Mathematics 101-102 on a diagnostic and inventory test of high school work, on a review of intermediate algebra, and on the use of the slide rule was continued.

Members of the mathematics staff have made, during this year, many contributions to the teaching of mathematics in both the state and the nation. The following is a summary which includes only the most important of these.

DR. DAVID R. DAVIS

attended and contributed to the following meetings:

Mathematical Association of America and the American Mathematical Society at Yale University - September 1-5, 1947

New Jersey Association of Mathematics Teachers at Newark - November 15, 1947

Meeting of the New Jersey Teachers Colleges in October, 1947

New Jersey Association of Mathematics Teachers at Bay

Brunswick, May 1, 1948

New Jersey Teacher Colleges, Oct 7, 1948

He also published an article on: "The State Teachers Pension and Annuity Fund" in the Bulletin of State Teachers Colleges in April, 1948.

DR. HOWARD F. FINE

Professional activities included:

Consultant to the Bethlehem, Pa. schools on the revision of the mathematics curriculum^a of the junior and senior high schools. Gave five full days of conferences and consultation.

His publications were:

"Socializing Mathematical Instruction" in the Mathematics Teacher for January 1948.

"Introduction to the Complex Number". An outline prepared for the Commission on Motion Pictures in Education and accepted June, 1948.

He made the following addresses:

Virginia Education Association, Mathematics Division
October 17, 1947, on "Making Mathematics Meaningful." Richmond, Virginia.

New York State Teachers, Mathematics Section, Long Island.
Nov. 7, 1947, on "Mathematics for All." Hempstead, Long Island.

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New Jersey Education Association, Mathematics Teachers,
November 8, 1947. Demonstrated Teaching of Complex Numbers with
Twelfth Grade class from College High School.

The National Council of Teachers of Mathematics, Indianapolis,
April 2 and 3. General meeting on April 2 on "A Teacher of
Mathematics." Teacher Training Section on April 3 on "Use of
Visual Aids in Teacher Training."

Address to Phi Lambda Chi on "What Makes a Teacher."

"Guidance in Mathematics" High School Pupils of Wood-Ridge
High School on May 6, at their annual Professional Day.

"Some Guides to a Happy Life", Commencement address given to
College High School on June 2, 1948.

He was elected president of Section 11, Society for Promotion
of Experimental Education for the year 1948-1949.

PROF. PAUL C. CLIFFORD

Professional activities included:

He arranged the program on "Mathematics and Industry" for the
Spring Meeting of the New Jersey Association of Mathematics
Teachers.

He published an article on "The Sphere and its Tangent Cylinder."
The Mathematics Teacher, (New Jersey) Spring 1948

He made the following addresses:

Research Assn of Armstrong Cork Company, "The place of
statistics in an Industrial Research Program."

New York Section of the American Society of Mechanical
Engineers, "Industrial Experimentation."

Bridgport Section of the American Society for Quality
Control, "Quality Control in the Drug and Cosmetic Industry."

He served as officer or member of the following:

President of the Metropolitan Section of the American Society for Quality Control.

Council member of the Association of Mathematics Teachers of New Jersey.

Review editor

At Montclair he was a member of the Men's Athletic Committee and of the Teaching Aids Committee, and he was a member of the Executive Committee of the Association of New Jersey Teachers Colleges. Professor Clifford was honored by being made a Fellow of the American Society for Quality Control.

He wrote ^a text for Mathematics 300 which was used for the first time on an experimental basis. This will be available for all

Mathematics 300 classes in the fall.

He delivered a series of ten lectures constituting a course on "Statistical Techniques for Business Executives" for the Society for the Advancement of Management.

He served as special consultant for the Kennen Company. A confidential report to the president of Kennens has just been completed.

He was visiting Professor at Newark College of Engineering for a course in "Industrial Sampling and Quality Control."

He attended some twenty meetings during the year of the following:

Association of Mathematics Teachers of New Jersey

American Society for Quality Control

American Statistical Society

Institute of Mathematical Statistics

New Jersey Education Association

DR. IRVIN PRUNT

He attended some five conventions, including that of the National Council of Teachers of Mathematics at Indianapolis, April 2-3.

He talked before the students of the Mathematics and Apheation Club.

DR. VIRGIL S. WALLORY

Major professional activities included:

Attendance at the November and May meetings of the New Jersey Association of Mathematics Teachers, a conference on geometry at Evanston, Ill. on Dec. 11, 1947, and, as a life member of the Council of the New Jersey Association of Mathematics Teachers, attendance at all Council meetings. Also attended a breakfast at the Fitz-Carleton for consultants of the War Department on Pre-Induction Mathematics on Feb. 22, 1948 and the induction of Vessner as President of East Carolina Teachers College on Mar. 6, 1948.

In addition to talks before civic organizations, (Rotary Club, Parent Teacher Association) and small groups of Teachers, he conducted an all day conference on the Teaching of Geometry on Dec. 11, 1947 at Evanston, Ill., making an address in the morning on "Teaching Geometry in a Modern World" and conducting a

He was appointed member of the syllabus committee and attended several meetings at Stanford.
question and answer period in the afternoon.

On April 2, 1948 before the arithmetic section of the National Council of Teachers of Mathematics he made an address on the topic: "The Philosophy of Education which Demands Meaning in Arithmetic."

On April 3, at the same conference, he conducted a luncheon discussion on "Teaching Locus in Plane Geometry".

On June 24, he addressed a group of educators at a luncheon at the University Club, Pasadena, California on the topic: "Modern View on the Teaching of Mathematics".

From June 15 to July 21 he made an extensive trip through through the west and contacted educators in many cities, particularly Chicago, Denver, Los Angeles, San Francisco, Berkeley, and Portland.

His publications include: "Highlights in the Teaching of General Mathematics" New Jersey Mathematics Teacher. "Meaning in the Junior High School", The Mathematics Teacher, Sept. 1946. "Geometry in a Modern World", Benj. H. Sanborn and Co., Feb. 1944. "Commercial Arithmetic", Benj. H. Sanborn and Co., Dec. 1947. "Practice in Using Arithmetic, Books 1 and 2, "Benj. H. Sanborn and Co., Aug, 1948

II. Enrollment Data:

Undergraduate

| Majors | Oct.1 | | Feb.1 | | Total | |
|------------|-------|-------|-------|-------|-------|-------|
| | Oct.1 | Feb.1 | Oct.1 | Feb.1 | Oct.1 | Feb.1 |
| Freshmen | 56 | 64 | - | - | 56 | 64 |
| Sophomores | 50 | 44 | 16 | 16 | 66 | 60 |
| Juniors | 53 | 47 | 12 | 12 | 65 | 59 |
| Seniors | 49 | 49 | 13 | 13 | 62 | 62 |

Graduate:

Masters degree: Philip A. Egeth, Edward George Fiedler, Peter Hubiak, Mildred M. Jackson, Martin Maltenfort, Daniel Webb Wachter, Virna Wilson.

1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 26

III. Staff and Staff Changes

Mr. Auer and Mr. Ruess who assisted in the Department of Mathematics last year left or resigned to continue their studies for the doctorate at Columbia University.

Mr. Irvin Brune, who earned his doctorate in semantics at the University of Ohio was appointed. Mr. Brune agreed to take additional work in higher mathematics in order to fill a gap in his training. He was successful in his high school work and in the teaching of mathematics 300, both to majors and minors in Mathematics. He resigned on July 30, 1948 to accept another position without giving adequate notice of his intentions.

Mr. George Washington Kays, a graduate of N.Y.T.C. who received his M.A. at N.Y.T.C. in August 1947, was appointed a full-time instructor.

Mr. Max Tobel, who graduated from N.Y.T.C. in 1947 was engaged as a part-time assistant instructor.

A distinct loss to the department and to the college is the resignation of Mr. Howard F. Fehr, to take effect July 30, 1948. Mr. Fehr has made such valuable contributions to the department and to the college that we shall find it difficult to replace him. We wish him much happiness and success in his new position at Teachers College Columbia.

Staff members and the courses that they taught were,

Fall Term

Dr. Mallory: High School (grade 10), 201, 401, 403(1 hr.) - 12 hr.

Dr. Davis: High School (grade 11), 301(2 sect.), 403(2 hr.), 406, -- 16 hr.

Dr. Fehr: High School (grade 12, 6 hr.), 407, 408(2sect.),

408 - 14 hr.

Prof. Clifford: High School (grade 9), 251, 300, 402, 405 - 18 hr.

Dr. Brune: High School (grade 7), 300(2sect.), 304A, 402 - 18 hr.

Mr. Kays: High School (grade 8), 101, 400(2sect.) - 14 hr.

Mr. Sobel: 101 (2sect.) - 8 hr.

Part Time and Extension

Dr. Mallory: 507

Dr. Fehr: 508B

Dr. Davis: 503

Prof. Clifford: 524h

Spring Term

Dr. Mallory: High School (grade 10), 302, 403.

Dr. Davis: High School (grade 11), 302, 403, 406A.

Dr. Fehr: High School (grade 12), 302, 403, 414, 405.

Mr. Clifford: High School (grade 9), 202, 300, 403, 404.

Dr. Brune: High School (grade 7), 300(2sect.), 304h, 308(2sect.)

Mr. Kays: High School (grade 8), 101, 102, 300.

Mr. Sobel: 102(2sect.).

Part Time and Extension

Dr. Brune: 506

Dr. Fehr: 501C

Dr. Davis: 517

Mr. Clifford: 510A
511F

Summer School

Dr. Davis: 301, 501A

Mr. Clifford: 300(6 weeks), 410 (6 weeks). 509C

Dr. Brune: 400 (2 sect.), 402.

Mr. Kays: 102, 302.

Mrs. Davis: 400, 401 (6 weeks)

IV. Recommendations

Repeating the recommendations of several years ago, in order to render effective aid to the teachers of secondary mathematics in New Jersey and to well train future teachers in New Jersey there is needed at once:

- (1) Adequate blackboards in the class-room.
- (2) Conference and office room in order to make effective the Guidance program.
- (3) Space for the storage and use of expensive laboratory *equipment* which is, at present, being lost because of lack of such space.
- (4) A mathematical laboratory with tables for classes in scale drawing and the like. The day has passed when mathematics classes can be taught without such provision. The mathematics department has been stymied in its potential leadership because such provision has not been made.
- (5) An exhibit room to which New Jersey teachers can be invited and in which valuable equipment now stored in such odd places as the attic, corners of classrooms, dark closets, and such *maybe placed*. Truly the College Mathematics Department hides its light under a bushel.

The department realizes the difficulties in ^{the} making a program under the handicaps of room space, increased enrollment and inadequate staff. The number of conflicts which entirely vitiate *the* fundamental objectives of the college as indicated in the catalogue make one wonder whether subsidiary causes and attempts to grant

special requests not related to fundamental objectives, have not replaced more important considerations. This question requires careful thought.

Respectfully submitted,

Virgil S. Mallory

Professor of Mathematics

Head of the Mathematics Department

University of California
Berkeley, California

ANNUAL REPORT OF THE MEDICAL DEPARTMENT 1947-1948

I. Trends and Developments

The work of this year has followed the general program of last year which includes:

- (a) Physical Examinations of 1230 students.
- (b) Follow-up of Medical Recommendations and Corrections of Physical Defects found (detailed report is attached).
- (c) Improving physical efficiency of individual students referred to Medical Department from other departments.
- (d) Tuberculosis Survey - Chest x-rays of entire college (students, faculty and other employees).
- (e) Hearing tests (Audiometer 4-A) of all entering students.
- (f) Basal Metabolism tests made 8.
- (g) Service rendered:
 - 1. First Aid Treatments 3034
 - 2. Dormitory care of 286
 - 3. Issuance of make-up slips
for illness 2014
 - 4. Office Consultations 1297
- (h) Communications with private physicians re:
improving physical efficiency of students.

II. Enrollment Data - Undergraduates - Total - 1239 as of first semester, 1367 as of spring semester. College H.S. Fall Enrollment - 178

III. Staff and Staff Changes

The Medical Department has consisted of one full time non-resident physician and one full time resident nurse. Two part time graduate nurses assisted in the Medical Department from September to June, 1948. Student help used as needed.

IV. Recommendations

- (a) Continue services of part time registered assistant nurses with tuition and living expenses as compensation.
- (b) Better follow-up work for correction of defects noted at physical examination.
- (c) Telephone for office of college physician in order to insure privacy for communications.
- (d) Removal of vocal, instrumental and piano lessons from room adjacent to Medical Department.
- (e) Continue use of three basement rooms for Medical Staff (including physician, 3 registered nurses and 3 student workers)
- (f) Infirmary facilities including diet kitchen for the care of both men and women students.

Respectfully submitted,

Margaret M. Wurts
College Physician

FOLLOW-UP OF MEDICAL RECOMMENDATIONS AND
CORRECTION OF PHYSICAL DEFECTS FOUND 1947-1948

| | <u>Number of
Defects</u> | <u>Number of Defects fully
or partially corrected</u> |
|--|------------------------------|---|
| Battle Wounds | 12 | |
| Blood (Anemia, etc.) | 9 | 4 |
| Blood Pressure (Elevated or subnormal) | 47 | |
| Ears | 45 | 2 |
| Endocrine | 35 | 3 |
| Eyes | 448 | 16 |
| Feet | 231 | |
| Gastro-intestinal System | 20 | |
| Glands (lymph) | 127 | |
| Heart | 55 | |
| Hernia, Varicocoele, pilonidal cyst | | |
| Varicose veins, hemorrhoids | 55 | |
| Lungs | 11 | 1 |
| Nerves | 113 | 3 |
| Nose, including sinuses | 114 | 1 |
| Orthopedic (not feet) | 46 | 1 |
| Posture | 185 | |
| Skin | 386 | 1 |
| Speech | 2 | |
| Teeth & Gums | 165 | 16 |
| Tonsils | 54 | 1 |
| Weight (10% over and under) | 328 | 10 |

Defects reported as uncorrected were chiefly due to:

1. Failure to report to the Medical Department although defect was actually corrected.
2. Lack of interest on the part of some students.
3. Some defects are impossible of correction, such as missing teeth, loss of vision due to muscle imbalance, deafness due to childhood ear infections.

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NEW JERSEY STATE TEACHERS COLLEGE

AT MONTCLAIR

SCIENCE DEPARTMENT

ANNUAL REPORT

1947 - 1948

I. GENERAL DEVELOPMENTS OF THE YEAR, 1947 - 1948

The school year 1947 - 1948, like the year that preceded it, was characterized by a great increase in men enrolled in the various branches of science in the department. For this period in the history of the college the enrollment for men exceeded that of women in a number of the classes. Since many of the veterans had been in military service outside the boundaries of the United States they brought into the classes greatly increased physical and mental maturity and in so doing changed the educational requirements for a large proportion of students in the department. Since, over a long period of years, the majority of students have been women many problems have arisen in the adaptation of the courses to the wide range of training and experience of the civilian and veteran sections of the classes.

In this period of greatly increased enrollment in the college it was necessary to organize duplicate sections of such subjects as: botany, zoology, inorganic chemistry, general college physics, and a few additional courses. These new sections in the department made necessary the appointment of some new instructors as listed in a later section of this report.

During the summer preceding this school year a temporary building was completed on the campus to be used by the science department. The biological equipment was moved from the Main Building into a large laboratory and a lecture room designed to accommodate various courses in biology.

In September, 1947 the course entitled Survey of Physical Science (Science 100A) was transferred from the Main Building to Room 5 of this temporary building which has been designated as F.W.A.-3. In September of this same year the course on The Teaching of Science in Secondary Schools was transferred to Room 9 in this temporary building. One of the high-school demonstration classes was transferred to Room 9 also at the beginning of the fall semester. Although three of the rooms of this new building were not equipped during the fall semester with laboratory furniture or apparatus, nevertheless, the physical science classes met in Room 5 both the fall and spring semesters. The same lack of furniture and apparatus for the course on the Teaching of Science in Secondary Schools and the work in the junior high-school science demonstrations held true until nearly the end of the year. This Room 9 was large enough to accommodate a high-school class and a college observation class at the same time. Previously this work had been conducted in Room 22 in the Main Building.

The transfer of some of the courses in the science department to the temporary building made possible the remodeling of Room 22 in the Main Building to serve as a laboratory for analytical chemistry, physical chemistry, and from, time to time, one or more sections of the course, Survey of Physical Science.

At the end of the spring semester of 1948 the science department was distributed in various rooms of three buildings on the college campus as follows: The Main Building provides laboratories for chemistry, physics, photography, and some graduate courses. Building F.W.A.-3 accommodates botany, zoology, anatomy, physiology and a few graduate courses in biology. In addition F.W.A.-3 provides a room for the survey of physical science; a room for the course on the teaching of high-school science and for demonstration classes in general science, and a room for observational work in high-school chemistry. The college high-school provides accommodations for the survey of biology (Science 100B); high-school physics; high-school chemistry; physics 101, covering mechanics and heat; and aviation. This distribution of the science courses in three buildings has introduced many new problems involving efficient operation which cannot be corrected until a new science building is provided on the campus by a special appropriation of the state legislature.

II. SCIENCE COURSES IN THE UNDERGRADUATE COLLEGE, 1947 - 1948

ARRANGED BY COURSES AS TAUGHT BY INDIVIDUAL INSTRUCTORS

- A. SURVEY OF PHYSICAL SCIENCE
- B. BIOLOGY
- C. CHEMISTRY
- D. PHYSICS

The science department has conducted, this year, two courses for the general education of the lay student:

1. Survey of biology, 4 credits. One semester
2. Survey of physical science, 4 credits. One semester

For the specialized education of a student who is interested in biology, the following courses have been completed this year in the undergraduate division:

1. Botany, 8 credits. Two semesters
2. Zoology, 8 credits. Two semesters
3. Anatomy, 4 credits. One semester
4. Human physiology, 4 credits. One semester

For the science major who has a primary interest in chemistry the department has operated the following courses in chemistry during 1947--1948:

1. General college chemistry, 8 credits. Two semesters
2. Analytical chemistry, 8 credits. Two semesters
3. Organic chemistry, 8 credits. Two semesters
4. Physical chemistry, 8 credits. Two semesters

For the science major who wishes to make a special study of physics the department has offered during the past school year the following:

1. General college physics, 8 credits. Two semesters
2. Advanced electricity, 4 credits. One semester
3. Modern physics, 4 credits. One semester

In the **Part Time** Division of the college courses in aviation have been available.

In the demonstration school the following courses have been available to the science majors for professional purposes:

1. Grade 7. General science, 4 periods. One year
2. Grade 8. General science, 4 periods. One year
3. Grade 10. General biology, 5 periods. One year
4. Grade 11. High school chemistry, 5 periods. One year
5. Grade 12. High school physics, 5 periods. One year

SURVEY OF PHYSICAL SCIENCE, 1947-1948

FALL SEMESTER 1947

| Course | Number | Title | Credit | *Enrollment | | Total |
|---------|----------|----------------------------|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Science | 100A-I | Survey of Physical Science | 4 | | | 34 |
| Science | 100A-II | Survey of Physical Science | 4 | | | 29 |
| Science | 100A-III | Survey of Physical Science | 4 | | | 24 |

SPRING SEMESTER 1948

| | | | | | | |
|---------|----------|----------------------------|---|--|--|----|
| Science | 100A-I | Survey of Physical Science | 4 | | | 23 |
| Science | 100A-II | Survey of Physical Science | 4 | | | 23 |
| Science | 100A-III | Survey of Physical Science | 4 | | | 37 |

*Record for high school classes to appear in "Total" only.

BIOLOGY COURSES, 1947 - 1948

FALL SEMESTER 1947

| Course | Number | Title | Credit | *Enrollment | | Total |
|---------|----------|---------------------------------|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Science | 100B-I | Biological Science | 4 | 2 | 3 | 23 |
| Science | 100B-II | Biological Science | 4 | — | 1 | 11 |
| Science | 100B-III | Biological Science | 4 | 1 | 1 | 22 |
| Biology | 101-I | General Botany | 4 | 18 | 2 | 20 |
| Biology | 101-II | General Botany | 4 | 28 | 8 | 36 |
| Biology | 10 | High School Biology* | 5 | | | 26 |
| Biology | 201-I | General Zoology | 4 | 22 | 3 | 25 |
| Biology | 201-II | General Zoology | 4 | 19 | 3 | 22 |
| Biology | 402 | Mammalian Anatomy and Histology | 4 | 15 | 2 | 16 |

*Record for high school classes to appear in "Total" only.

BIOLOGY COURSES, 1947 - 1948

SPRING SEMESTER 1948

| Course | Number | Title | Credit | *Enrollment | | Total |
|---------|----------|----------------------|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Science | 100B-I | Biological Science | 4 | 0 | 1 | 22 |
| Science | 100B-II | Biological Science | 4 | 0 | 2 | 29 |
| Science | 100B-III | Biological Science | 4 | 0 | 1 | 23 |
| Biology | 102-I | General Botany | 4 | 29 | 1 | 30 |
| Biology | 102-II | General Botany | 4 | 17 | 8 | 25 |
| Biology | 10 | High School Biology* | 5 | | | 26 |
| Biology | 202-I | General Zoology | 4 | — | — | 18 |
| Biology | 202-II | General Zoology | 4 | — | — | 20 |
| Biology | 409 | Human Physiology | 4 | 10 | 0 | 10 |

* Record for high school classes to appear in "Total" only.

CHEMISTRY COURSES, 1947 - 1948

FALL SEMESTER 1947

| Course | Number | Title | Credit | *Enrollment | | Total |
|-----------|--------|---------------------------|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Chemistry | 101-I | General College Chemistry | 4 | — | — | 17 |
| Chemistry | 405-I | Organic Chemistry | 4 | — | — | 20 |
| Chemistry | 405-II | Organic Chemistry | 4 | — | — | 21 |
| Chemistry | 202-I | Analytical Chemistry | 4 | — | — | 18 |
| Chemistry | 202-II | Analytical Chemistry | 4 | — | — | 13 |
| Chemistry | 504 | Physical Chemistry | 4 | — | — | 10 |
| Chemistry | 101 | General College Chemistry | 4 | — | — | 17 |
| Chemistry | 11 | High School Chemistry* | 5 | | | 25 |
| Science | 8 | General Science* | 4 | | | 29 |

*Record for high school classes to appear in "Total" only.

CHEMISTRY COURSES, 1947- 1948

SPRING SEMESTER 1948

| Course | Number | Title | Credit | *Enrollment | | Total |
|-----------|--------|---------------------------|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Chemistry | 102 | General College Chemistry | 4 | — | — | 19 |
| Chemistry | 406-I | Organic Chemistry | 4 | — | — | 11 |
| Chemistry | 406-II | Organic Chemistry | 4 | — | — | 16 |
| Chemistry | 203 | Analytical Chemistry | 4 | — | — | 15 |
| Chemistry | 505 | Physical Chemistry | 4 | | | 7 |
| Chemistry | 101 | General College Chemistry | 4 | — | — | 24 |
| Chemistry | 11 | High School Chemistry* | 5 | | | 25 |
| Science | 8 | General Science* | 4 | | | 29 |

*Record for high school classes to appear in "Total" only.

PHYSICS COURSES, 1947 - 1948

FALL SEMESTER 1947

| Course | Number | Title | Credit | *Enrollment | | Total |
|---------|--------|-------------------------------------|--------|-------------|--------|-----------|
| | | | | Majors | Minors | |
| Physics | 402-I | Advanced Electricity | 4 | 18 | 1 | 19 |
| Physics | 402-II | Advanced Electricity | 4 | 8 | 3 | 11 |
| Physics | 512 | Modern Physics | 4 | 2 | 9 | 11 |
| Physics | 101-I | General College Physics | 4 | 22 | 9 | 19 |
| Physics | 12 | High School Physics* | 5 | — | — | 20 |
| Physics | 101-II | General College Physics | 4 | — | — | 6 |
| Science | 401-I | Teaching of Science in Sec. Schools | 3 | 21 | — | 21 |
| Science | 401-II | Teach. of Science in Sec. Schools | 3 | 17 | — | 17 |
| Science | 7 | General Science* | 4 | — | — | <u>29</u> |
| | | Supervision of Science Majors | | | | |

*Record for high school classes to appear in "Total" only.

PHYSICS COURSES, 1947 - 1948

SPRING SEMESTER 1948

| Course | Number | Title | Credit | *Enrollment | | Total |
|---------|--------|--|--------|-------------|--------|-------|
| | | | | Majors | Minors | |
| Science | 100A | Physical Science | 4 | 20 | — | 20 |
| Physics | 102 | General Physics | 4 | 15 | 5 | 20 |
| Physics | 405 | Light and Optical Instruments | 4 | 6 | 7 | 13 |
| Physics | 12 | High School Physics* | 5 | — | — | 20 |
| | | Supervision of Science Majors | | 8 | | 8 |
| | | Supervision for Intergration
Department | | | | 16 |
| | | | | | | |
| Science | 100A | Physical Science | 4 | | | 32 |
| Science | 404 | Problems in Science Teaching | 2 | 31 | | 31 |
| Science | 7 | General Science* | 4 | | | 29 |
| | | Supervision of Science Majors | | | | |

*Record for high school classes to appear in "Total" only.

III. STAFF OF THE SCIENCE DEPARTMENT 1947 - 1948

MEMBERS OF THE SCIENCE DEPARTMENT, 1947 - 1948

EARL R. GLENN

Professor Physics and
Head of the Department

CHARLES E. HADLEY

Professor Biology

RUFUS D. REED

Professor Chemistry

ROBERT W. MCLACHLAN

Associate Professor of Science

KENNETH O. SMITH

Associate Professor of Science

ETHEL J. RAMSDEN

Assistant Professor of Biology

GEORGE F. PLACEK

Instructor in Science

S. MARIE KUHNEN

Instructor in Biology

*RICHARD H. LAMPKIN

Instructor in Science

*DOROTHY LEBENKUHLE

Assistant Instructor in Science

*Appointment begins September 1, 1947

IV. RECOMMENDATIONS

As a result of the activities of the department during the rather hectic year of 1947 - 1948, the following recommendations seem necessary:

1. In order to develop the courses in analytical chemistry, physical chemistry, and some additional graduate courses in chemistry, the remodeling of Room 33 in the Main Building which was started a year ago should be continued. A new hood for chemistry experiments should be installed. The electrical wiring should be completed. This electrical installation is needed for special demonstrations and a wide range of complicated experiments used for laboratory teaching in these senior college and graduate level courses.

2. When the biology apparatus and supplies were moved to building F.W.A.-3 a small storeroom was vacated on the second floor of the Main Building. It is recommended that this room be divided into 4 or 5 small dark rooms to be used by students in the courses of photography and light and optical instruments.

3. In building F.W.A.-3 the biological lecture room should be equipped with dark blinds and suitable light traps at the edges of the windows. Both Rooms 5 and 9 are in need of similar blinds in order that many experiments may be conducted that require the use of a darkroom.

4. Since one instructor in the department will have a full-time teaching load in the course on the Survey of Physical Science (Science 103A) it is necessary to equip Room 5 with new demonstration apparatus and storage cases for this course. During the past year the students have not had a fair opportunity to see the essential experiments that form the bases of such a survey course in science which is designed primarily for the general education of the lay student.

5. The college has long needed a modern science room in which demonstrations can be conducted for observational purposes. This room should be large enough to accommodate a high-school class and a college class at the same time. Room 9 is now being developed for the seniors, primarily. Classes from the junior-college are being accommodated also. Suitable furniture for demonstration purposes arrived near the end of the year. We are in need of equipment to make this room serve the science majors; the junior high-school students; and some special demonstrations for senior high-school classes. An observational program in the department ~~will~~ will enable freshmen, sophomores, juniors, and seniors to carry a regular program each week and thus gain a knowledge of high-school students and appropriate techniques and procedures for teaching them.

A rough estimate of the money needed to equip Rooms 5, 6, and 9 is perhaps \$5,000. The legislature should be asked to appropriate such a sum at the earliest opportunity.

6. Now that the members of the science department are teaching in three separate buildings we are greatly in need of ~~my~~ efficient telephone communication. At present, a great deal of time is wasted by the head of the department and individual members of the staff in making trips to the three buildings at various times during the week. Telephone service in Room 9 is urgently needed. A system of communication between The College High School and F.W.A.-3 is of the utmost necessity for efficient departmental operation.

7. One great need in the department is that of graduate assistants. One such trained person would be assigned to each instructor in biology, chemistry, physics, and to each of the laboratories of The College High School. These assistantships should carry a reasonable state appropriation so that the graduate student could work two summers and one college year and complete the M.A. degree and a thesis on some problem in science education in the public schools of the state.

THE DEPARTMENT OF SOCIAL STUDIES

ANNUAL REPORT TO THE PRESIDENT, 1947-1948

Developments, Trends and Special Projects

The numbers of students enrolled as Social Studies majors and minors continues to be, as it was last year, very large. While the numbers of entrant veterans has decreased, the numbers of students transferring from other institutions has so increased that the totals are not far apart. Our teaching staff, on the other hand, has suffered no such changes and losses as took place in 1946-47. We were so unfortunate as to lose for this year, at any rate, the services of Dr. William Braem, whose work at the college has been of high merit. He has been replaced by Miss Irene Lemon.

An outstanding development of the year in the teaching of the Social Studies, not only at Montclair, but over the nation, has been an increasing concern as to the effectiveness of instruction in the nature and values of Democracy. The Federal Bureau of Education, during the year, conducted a survey of the leading institutions of higher learning in the nation to determine what had been done and what was being contemplated as a means of obtaining more effective education in Democracy. It appeared, as result of this survey, that the methods most generally used - or considered for future use - were the following: 1) The establishment of courses of American history, required of all students, irrespective of majors; 2) The establishment of current problems courses, likewise required of all; 3) The enlargement or modification of introductory orientation courses in the social studies to provide for more adequate emphasis upon the problems of Democracy; 4) The use of field work, the use of outside

The number of students enrolled at Central Junior College and about
continues to be as it was last year, two years. While the number of students
attends has decreased, the number of students transferring from other institu-
tions has increased. The total is not too far from the previous year.
and the other hand, has suffered no such change and seems to keep about the
same. The two are comparable as to loss for this year, as my table, the
enrollment of Dr. William Brown, shows that of the college has been of about

the following paragraphs of the year in the history of the United States, not only the political, but also the social and economic conditions of the United States in the history of the United States. The political history of the United States, during the year, included a survey of the leading institutions of the United States in the history of the United States, and the social and economic conditions of the United States in the history of the United States. It is also included in the history of the United States, the political history of the United States, the social and economic conditions of the United States, and the history of the United States in the history of the United States. The political history of the United States, during the year, included a survey of the leading institutions of the United States in the history of the United States, and the social and economic conditions of the United States in the history of the United States. It is also included in the history of the United States, the political history of the United States, the social and economic conditions of the United States, and the history of the United States in the history of the United States.

speakers, specialists in their several fields, and particularly the use of frequent forums on current questions, as devices for vitalizing instruction. It should be said that most institutions tended to emphasize not all, but one of these methods, as their answer to the problem.

It may be said without exaggeration that at Montclair we have followed for many years just such procedures as are described above. Our Freshman orientation course, now twenty years old, has from the first, as its name (Civilization and Citizenship) indicates, attempted not merely the conventional survey of past history, but to teach the application of the past to the present. Our second year background course, required of all students, (200 A, B, C) is just such a course in current problems as many institutions are just inaugurating. Instructors in that course frequently make use of both field work and outside speakers as a means of vitalizing their instruction. We do not, it is true, require American history of any students, excepting the majors in Social Studies. But the Contemporary Problems courses inevitably involve a considerable amount of recent American history.

All this is far from saying that there is not chance for improvement. And we have been considering, this past year, how such improvement might be made. The course in Contemporary Political Problems (200 B) has been largely revised in order to give special emphasis and attention to American problems and governmental practices. Both in the college and Demonstration school classes in American history those units dealing with the Constitution of the United States and the progress of Democracy have been given added emphasis. Dr. Gooden, in the High School, has made a special and successful effort to develop group activity. Dr. Moffatt, in the twelfth grade, has done the same sort of thing. He and his

class, at considerable effort and expense, produced during the year a very creditable moving picture. In the Freshman course in Civilization added effort was made to stress the historic backgrounds and values of Democracy; Dr. Wittmer has long done this, and the two new teachers - Drs. Clayton and Braem - worked with similar motive.

A new course in Recent American History was set up this last year, and required of all Social Studies Seniors. Its general purpose was to contribute to the better teaching of American history in the high schools, but it was introduced also in order to deal with a number of specific problems which our former requirements did not meet: 1) The regular survey course in United States History is given of necessity in the sophomore year, with the result that much is forgotten by the senior year; the new course can, therefore, serve as a partial refresher; 2) The sophomore course seldom covers the period beyond 1920; the new course covers that period specifically; 3) The fact that by state law two years of American History is now compulsory in the high school makes preparation in that subject of increased importance, and the fact that the new State syllabus suggests a twelfth year procedure different from that at present usually employed makes it desirable that beginning teachers should be familiar with an organization that may grow increasingly general as time goes on. The historical period involved in the twelfth year of high school work is largely that covered by this course. Finally, this course, taught by the Head of the Department, enables him to be in close touch with the seniors before they go out to their practice teaching.

The report of last year considered somewhat the problem of placement, which has been raised by the large number of majors in the Social Studies graduating each year from Montclair. A special effort was made in 1947 to convince both juniors and seniors of the necessity of preparing themselves to teach in the upper grades of the elementary level, by taking advantage of the courses set up at the college with

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this end in view. A very considerable number of the seniors responded to this appeal, with the result that the proportion of Social Studies majors in the elementary training courses was a large one. Dr. Moffatt participated, in behalf of the department, in the general course in elementary methods, given for the first time last year.

Last year's report also raised the problem which we confront in obtaining on the part of the students sufficient worthwhile observation in the Demonstration School. It was pointed out that systematic, supervised observation - the most valuable kind - tends to be confined of necessity pretty much to the senior year. During the year just past we have put junior observation on a much more systematic, and, we believe, much more productive basis. All juniors are now required to make thirty observations during their third year, and to make specific reports on each observation. They are advised to sample all teaching levels in the Demonstration School and, on each level if possible, to make a number of consecutive observations in order to follow and appreciate the development of a given unit under one teacher.

A new course, designed especially to fill the needs of teachers in the field will be given for the first time this year in the extension division. This is a course in recent trends in Social Studies teaching which will aim to keep practicing teachers abreast of new ideas and methods in the field. It will be taught by Dr. Moffatt.

Other activities in which members of the department have engaged during the year just past include the following: Both Drs. Gooden and Clayton have contributed to professional publications; Dr. Moffatt is serving as chairman of the state committee which has in charge the revision of the syllabus on New Jersey State Government; the state committee working on the syllabus for the two year course in American

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history, and of which Dr. Gage is a member, completed its work with the publication of the syllabus this fall. Mr. John Bellahan completed his work for and received the degree of Doctor of Philosophy from New York University.

Enrollment

| | |
|-----------|-----------|
| Freshmen | 76 |
| Sophomore | 104 |
| Junior | 80 |
| Senior | <u>71</u> |
| | 331 |

Course Offerings

Fall, 1947-1948

| | | |
|----------------|-------|--|
| Social Studies | 100 A | Civilization and Citizenship |
| | 101 | European History to 1815 |
| | 200 A | Contemporary Economic Problems |
| | 200 B | Contemporary Political Problems |
| | 200 C | Contemporary Social Problems |
| | 201 | American History to 1865 |
| | 301 | Principles of Economics |
| | 302 | Metropolitan Field Studies |
| | 401 | Methods of Teaching the Social Studies |
| | 402 B | Comparative Government |
| | 407 | New Jersey State and Local Government |
| | 440 | Development of Central and South America |
| | 426 | Medieval History |
| | 471 | Recent American History |

Spring, 1948

| | | |
|----------------|-------|-------------------------------------|
| Social Studies | 100 A | Civilization and Citizenship Part I |
| | 100 B | " " " Part II |
| | 102 | European History since 1815 |
| | 200 A | Contemporary Economic Problems |
| | 200 B | Contemporary Political Problems |
| | 200 C | Contemporary Social Problems |
| | 202 | American History since 1865 |
| | 301 | Principles of Economics |
| | 302 | Metropolitan Field Trips |
| | 414 | Modern England |
| | 419 | American Political Biography |
| | 443 | Youth and the Community |
| | 451 | The Middle East |

the system of which is a subject, suggested for some time the possibility
the system of which is a subject, suggested for some time the possibility
the system of which is a subject, suggested for some time the possibility

1947-1948

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| 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 | 2044 | 2045 | 2046 | 2047 | 2048 | 2049 | 2050 | 2051 | 2052 | 2053 | 2054 | 2055 | 2056 | 2057 | 2058 | 2059 | 2060 | 2061 | 2062 | 2063 | 2064 | 2065 | 2066 | 2067 | 2068 | 2069 | 2070 | 2071 | 2072 | 2073 | 2074 | 2075 | 2076 | 2077 | 2078 | 2079 | 2080 | 2081 | 2082 | 2083 | 2084 | 2085 | 2086 | 2087 | 2088 | 2089 | 2090 | 2091 | 2092 | 2093 | 2094 | 2095 | 2096 | 2097 | 2098 | 2099 | 2100 | 2101 | 2102 | 2103 | 2104 | 2105 | 2106 | 2107 | 2108 | 2109 | 2110 | 2111 | 2112 | 2113 | 2114 | 2115 | 2116 | 2117 | 2118 | 2119 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| 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 | 2354 | 2355 | 2356 | 2357 | 2358 | 2359 | 2360 | 2361 | 2362 | 2363 | 2364 | 2365 | 2366 | 2367 | 2368 | 2369 | 2370 | 2371 | 2372 | 2373 | 2374 | 2375 | 2376 | 2377 | 2378 | 2379 | 2380 | 2381 | 2382 | 2383 | 2384 | 2385 | 2386 | 2387 | 2388 | 2389 | 2390 | 2391 | 2392 | 2393 | 2394 | 2395 | 2396 | 2397 | 2398 | 2399 | 2400 | 2401 | 2402 | 2403 | 2404 | 2405 | 2406 | 2407 | 2408 | 2409 | 2410 | 2411 | 2412 | 2413 | 2414 | 2415 | 2416 | 2417 | 2418 | 2419 | 2420 | 2421 | 2422 | 2423 | 2424 | 2425 | 2426 | 2427 | 2428 | 2429 | 2430 | 2431 | 2432 | 2433 | 2434 | 2435 | 2436 | 2437 | 2438 | 2439 | 2440 | 2441 | 2442 | 2443 | 2444 | 2445 | 2446 | 2447 | 2448 | 2449 | 2450 | 2451 | 2452 | 2453 | 2454 | 2455 | 2456 | 2457 | 2458 | 2459 | 2460 | 2461 | 2462 | 2463 | 2464 | 2465 | 2466 | 2467 | 2468 | 2469 | 2470 | 2471 | 2472 | 2473 | 2474 | 2475 | 2476 | 2477 | 2478 | 2479 | 2480 | 2481 | 2482 | 2483 | 2484 | 2485 | 2486 | 2487 | 2488 | 2489 | 2490 | 2491 | 2492 | 2493 | 2494 | 2495 | 2496 | 2497 | 2498 | 2499 | 2500 | 2501 | 2502 | 2503 | 2504 | 2505 | 2506 | 2507 | 2508 | 2509 | 2510 | 2511 | 2512 | 2513 | 2514 | 2515 | 2516 | 2517 | 2518 | 2519 | 2520 | 2521 | 2522 | 2523 | 2524 | 2525 | 2526 | 2527 | 2528 | 2529 | 2530 | 2531 | 2532 | 2533 | 2534 | 2535 | 2536 | 2537 | 2538 | 2539 | 2540 | 2541 | 2542 | 2543 | 2544 | 2545 | 2546 | 2547 | 2548 | 2549 | 2550 | 2551 | 2552 | 2553 | 2554 | 2555 | 2556 | 2557 | 2558 | 2559 | 2560 | 2561 | 2562 | 2563 | 2564 | 2565 | 2566 | 2567 | 2568 | 2569 | 2570 | 2571 | 2572 | 2573 | 2574 | 2575 | 2576 | 2577 | 2578 | 2579 | 2580 | 2581 | 2582 | 2583 | 2584 | 2585 | 2586 | 2587 | 2588 | 2589 | 2590 | 2591 | 2592 | 2593 | 2594 | 2595 | 2596 | 2597 | 2598 | 2599 | 2600 | 2601 | 2602 | 2603 | 2604 | 2605 | 2606 | 2607 | 2608 | 2609 | 2610 | 2611 | 2612 | 2613 | 2614 | 2615 | 2616 | 2617 | 2618 | 2619 | 2620 | 2621 | 2622 | 2623 | 2624 | 2625 | 2626 | 2627 | 2628 | 2629 | 2630 | 2631 | 2632 | 2633 | 2634 | 2635 | 2636 | 2637 | 2638 | 2639 | 2640 | 2641 | 2642 | 2643 | 2644 | 2645 | 2646 | 2647 | 2648 | 2649 | 2650 | 2651 | 2652 | 2653 | 2654 | 2655 | 2656 | 2657 | 2658 | 2659 | 2660 | 2661 | 2662 | 2663 | 2664 | 2665 | 2666 | 2667 | 2668 | 2669 | 2670 | 2671 | 2672 | 2673 | 2674 | 2675 | 2676 | 2677 | 2678 | 2679 | 2680 | 2681 | 2682 | 2683 | 2684 | 2685 | 2686 | 2687 | 2688 | 2689 | 2690 | 2691 | 2692 | 2693 | 2694 | 2695 | 2696 | 2697 | 2698 | 2699 | 2700 | 2701 | 2702 | 2703 | 2704 | 2705 | 2706 | 2707 | 2708 | 2709 | 2710 | 2711 | 2712 | 2713 | 2714 | 2715 | 2716 | 2717 | 2718 | 2719 | 2720 | 2721 | 2722 | 2723 | 2724 | 2725 | 2726 | 2727 | 2728 | 2729 | 2730 | 2731 | 2732 | 2733 | 2734 | 2735 | 2736 | 2737 | 2738 | 2739 | 2740 | 2741 | 2742 | 2743 | 2744 | 2745 | 2746 | 2747 | 2748 | 2749 | 2750 | 2751 | 2752 | 2753 | 2754 | 2755 | 2756 | 2757 | 2758 | 2759 | 2760 | 2761 | 2762 | 2763 | 2764 | 2765 | 2766 | 2767 | 2768 | 2769 | 2770 | 2771 | 2772 | 2773 | 2774 | 2775 | 2776 | 2777 | 2778 | 2779 | 2780 | 2781 | 2782 | 2783 | 2784 | 2785 | 2786 | 2787 | 2788 | 2789 | 2790 | 2791 | 2792 | 2793 | 2794 | 2795 | 2796 | 2797 | 2798 | 2799 | 2800 | 2801 | 2802 | 2803 | 2804 | 2805 | 2806 | 2807 | 2808 | 2809 | 2810 | 2811 | 2812 | 2813 | 2814 | 2815 | 2816 | 2817 | 2818 | 2819 | 2820 | 2821 | 2822 | 2823 | 2824 | 2825 | 2826 | 2827 | 2828 | 2829 | 2830 | 2831 | 2832 | 2833 | 2834 | 2835 | 2836 | 2837 | 2838 | 2839 | 2840 | 2841 | 2842 | 2843 | 2844 | 2845 | 2846 | 2847 | 2848 | 2849 | 2850 | 2851 | 2852 | 2853 | 2854 | 2855 | 2856 | 2857 | 2858 | 2859 | 2860 | 2861 | 2862 | 2863 | 2864 | 2865 | 2866 | 2867 | 2868 | 2869 | 2870 | 2871 | 2872 | 2873 | 2874 | 2875 | 2876 | 2877 | 2878 | 2879 | 2880 | 2881 | 2882 | 2883 | 2884 | 2885 | 2886 | 2887 | 2888 | 2889 | 2890 | 2891 | 2892 | 2893 | 2894 | 2895 | 2896 | 2897 | 2898 | 2899 | 2900 | 2901 | 2902 | 2903 | 2904 | 2905 | 2906 | 2907 | 2908 | 2909 | 2910 | 2911 | 2912 | 2913 | 2914 | 2915 | 2916 | 2917 | 2918 | 2919 | 2920 | 2921 | 2922 | 2923 | 2924 | 2925 | 2926 | 2927 | 2928 | 2929 | 2930 | 2931 | 2932 | 2933 | 2934 | 2935 | 2936 | 2937 | 2938 | 2939 | 2940 | 2941 | 2942 | 2943 | 2944 | 2945 | 2946 | 2947 | 2948 | 2949 | 2950 | 2951 | 2952 | 2953 | 2954 | 2955 | 2956 | 2957 | 2958 | 2959 | 2960 | 2961 | 2962 | 2963 | 2964 | 2965 | 2966 | 2967 | 2968 | 2969 | 2970 | 2971 | 2972 | 2973 | 2974 | 2975 | 2976 | 2977 | 2978 | 2979 | 2980 | 2981 | 2982 | 2983 | 2984 | 2985 | 2986 | 2987 | 2988 | 2989 | 2990 | 2991 | 2992 | 2993 | 2994 | 2995 | 2996 | 2997 | 2998 | 2999 | 3000 | 3001 | 3002 | 3003 | 3004 | 3005 | 3006 | 3007 | 3008 | 3009 | 3010 | 3011 | 3012 | 3013 | 3014 | 3015 | 3016 | 3017 | 3018 | 3019 | 3020 | 3021 | 3022 | 3023 | 3024 | 3025 | 3026 | 3027 | 3028 | 3029 | 3030 | 3031 | 3032 | 3033 | 3034 | 3035 | 3036 | 3037 | 3038 | 3039 | 3040 | 3041 | 3042 | 3043 | 3044 | 3045 | 3046 | 3047 | 3048 | 3049 | 3050 | 3051 | 3052 | 3053 | 3054 | 3055 | 3056 | 3057 | 3058 | 3059 | 3060 | 3061 | 3062 | 3063 | 3064 | 3065 | 3066 | 3067 | 3068 | 3069 | 3070 | 3071 | 3072 | 3073 | 3074 | 3075 | 3076 | 3077 | 3078 | 3079 | 3080 | 3081 | 3082 | 3083 | 3084 | 3085 | 3086 | 3087 | 3088 | 3089 | 3090 | 3091 | 3092 | 3093 | 3094 | 3095 | 3096 | 3097 | 3098 | 3099 | 3100 | 3101 | 3102 | 3103 | 3104 | 3105 | 3106 | 3107 | 3108 | 3109 | 3110 | 3111 | 3112 | 3113 | 3114 | 3115 | 3116 | 3117 | 3118 | 3119 | 3120 | 3121 | 3122 | 3123 | 3124 | 3125 | 3126 | 3127 | 3128 | 3129 | 3130 | 3131 | 3132 | 3133 | 3134 | 3135 | 3136 | 3137 | 3138 | 3139 | 3140 | 3141 | 3142 | 3143 | 3144 | 3145 | 3146 | 3147 | 3148 | 3149 | 3150 | 3151 | 3152 | 3153 | 3154 | 3155 | 3156 | 3157 | 3158 | 3159 | 3160 | 3161 | 3162 | 3163 | 3164 | 3165 | 3166 | 3167 | 3168 | 3169 | 3170 | 3171 | 3172 | 3173 | 3174 | 3175 | 3176 | 3177 | 3178 | 3179 | 3180 | 3181 | 3182 | 3183 | 3184 | 3185 | 3186 | 3187 | 3188 | 3189 | 3190 | 3191 | 3192 | 3193 | 3194 | 3195 | 3196 | 3197 | 3198 | 3199 | 3200 | 3201 | 3202 | 3203 | 3204 | 3205 | 3206 | 3207 | 3208 | 3209 | 3210 | 3211 | 3212 | 3213 | 3214 | 3215 | 3216 | 3217 | 3218 | 3219 | 3220 | 3221 | 3222 | 3223 | 3224 | 3225 | 3226 | 3227 | 3228 | 3229 | 3230 | 3231 | 3232 | 3233 | 3234 | 3235 | 3236 | 3237 | 3238 | 3239 | 3240 | 3241 | 3242 | 3243 | 3244 | 3245 | 3246 | 3247 | 3248 | 3249 | 3250 | 3251 | 3252 | 3253 | 3254 | 3255 | 3256 | 3257 | 3258 | 3259 | 3260 | 3261 | 3262 | 3263 | 3264 | 3265 | 3266 | 3267 | 3268 | 3269 | 3270 | 3271 | 32 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-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Course Offerings (continued)Six Weeks Courses for Seniors

| | |
|--------------------|---------------------------------------|
| Social Studies 407 | New Jersey State and Local Government |
| 402 A | American Government |

Summer - Nine Weeks

| | |
|----------------------|---------------------------------|
| Social Studies 100 A | Civilization and Citizenship |
| 100 B | " " " |
| 102 | European History since 1815 |
| 200 A | Contemporary Economic Problems |
| 200 B | Contemporary Political Problems |
| 200 C | Contemporary Social Problems |
| 301 | Principles of Economics |

Summer - Six Weeks

| | |
|--------------------|---------------------------------------|
| Social Studies 401 | Teaching of the Social Studies |
| 407 | New Jersey State and Local Government |
| 428 | Racial Contributions |
| 433 | American Political Thought |
| 437 | Political Party System in U. S. |
| 442 | The Far East |
| 447 | Diplomatic History of U.S. |
| 470 | Philosophical Thought |

Extension Courses - Fall, 1947-1948

| | |
|--------------------|--------------------------------------|
| Social Studies 433 | American Political Thought |
| 435 A | The Americas |
| 459 | Metropolitan Field Studies |
| 442 | The Far East |
| 522 | Development of Economic Institutions |

Extension Courses - Spring, 1948

| | |
|--------------------|----------------------------------|
| Social Studies 428 | Racial Contributions |
| 431 | The Middle East |
| 440 A | Central and South America |
| 456 | International Economic Relations |
| 515 | History of Political Thought |

Recommendations

If all that is necessary to the successful functioning of a college department is a group of hard-working, able teachers, the Social Studies department at Montclair is well off. But if it be granted that something in the way of equipment and accommodations is also necessary, then we are in a bad way. It would be no

General Summary of Results

1944-1945 Season

1944-1945 Season
Total Number of
Animals Examined

Summary of Results

| | |
|------------------|-----|
| Animals Examined | 100 |
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Summary of Results

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| Animals Examined | 100 |
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Summary of Results - 1944-1945

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| Animals Examined | 100 |
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| Animals Examined | 100 |

Summary of Results - 1944-1945

| | |
|------------------|-----|
| Animals Examined | 100 |
| Animals Examined | 100 |
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| Animals Examined | 100 |
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| Animals Examined | 100 |

Summary of Results

It is noted that the number of animals examined in the 1944-1945 season is a record for the Department. This is due to the fact that the Department has been able to examine a larger number of animals than in previous years. This is due to the fact that the Department has been able to examine a larger number of animals than in previous years. This is due to the fact that the Department has been able to examine a larger number of animals than in previous years.

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exaggeration to say that many second string high schools are better off in that respect than we are. Attention was called last year to some of our needs; they still exist, for the most part unchanged, though some of them have become more acute. Any repetitiousness in the following suggestions can thus be accounted for.

It is highly desirable, when and if adequate space can be obtained, that the class rooms of the department be as nearly as possible adjacent. At present only two rooms in the entire college - 20 and 21 - can properly be referred to as Social Studies rooms. The classes in Social Studies, except for the comparatively few taught in those rooms, are scattered from one end of the campus to the other; the most favorably located are at the far end (from the Social Studies rooms) of the main building; but a considerable number are mixed in with business and mathematics classes in the distant, temporary WA structures, while others can be found, at the cost of a long walk and some searching, in the College High School. This imposes a great burden on those wishing - as they should - to use maps, charts and other bulky equipment. It adds to the difficulties of administration and, more important, makes a sense of unity and cohesiveness in the department difficult to obtain. No other department in the college, I believe, suffers to the same extent from this evil.

Even more destructive of the best work is the wholly inadequate office space at our disposal. It was mentioned last year that nine instructors are jammed into the cut off end of a small class room, so that desks and elbows are in constant contact. These nine people have been making use of paste-board filing boxes for their accumulating materials; but when, this fall, after a year and a half of requisitioning, we finally obtained one, second-hand steel filing case, it was almost impossible to find a place in the room for it. These nine teachers know that effective teaching depends in very considerable measure on frequent

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It is very important, when we are ...

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personal contacts with students; in this room, filled with confusion, anything like private and comfortable conferences are impossible. Moreover, owing to the size of the department, each of these instructors is responsible, under the student-guidance system, for 25 students - a total of 225 students who are expected to consult their guides in that one room.

There is literally no place, easily available to the use of all, where necessary equipment, such, for example, as maps can be stored in orderly fashion. We recently determined to bring together our maps (to stick to that example) which, over a long period of years have been scattered in various places. We are in the process of arranging and cataloguing them. But once that is done, there is no room or proper receptacle for storing them. The same thing is true of the large amounts of mimeographed material of which ten teachers make use.

That may soon cease to be a problem, however, because it takes a typewriter to cut stencils. And at present ten instructors are obliged to make use of one broken-down, second-hand typewriter which may be expected to give out at any time.

Respectfully submitted,

Elwyn C. Gage, Head
Social Studies Department

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PERSONNEL OFFICE REPORT AND RECOMMENDATIONS

1947-1948

The work of this office has been in a process of change. Personnel activities have been decentralized: the advisory program transferred to the Dean of Instruction, cumulative student records to the Integration Department, and Veteran's contacts to Veteran's Advisor and representative of the Veterans Administration.

Student counselling has been restricted to State and Work Scholarship students. All other students have been referred to their advisor in the department of their major.

This report includes comments and tables describing Freshmen Selection, Freshmen Orientation, Student Employment, State Scholarships, Testing, Veteran's Statistics, Alumni, and Services: photostat, mimeograph, addressograph, and testing service.

Freshmen Selection:

Can we set up some plan to seek out better high school students or secure more applications from which to select?

HIGH SCHOOL RANK OF ACCEPTED FRESHMEN

Sept. 1947-Sept. 1944

| High School Rank | 1947 | | 1944 | |
|------------------|--------|--------------------------------|--------|--------------------------------|
| | Number | Percent Having Designated Rank | Number | Percent Having Designated Rank |
| 100 | 5 | .9 | 13 | 4 |
| 99 | 13 | 4.7 | 3 | .5 |
| 90-98 | 67 | 22 | 69 | 26 |
| 75-89 | 120 | 54 | 128 | 65 |
| 50-74 | 107 | 80 | 76 | 89 |
| 25-49 | 52 | 96 | 30 | 98 |
| -24 | 16 | | 9 | |

Freshmen Orientation:

The program as it has carried out is a full program of three days. It includes two orientation assemblies, group meetings for audiometer tests, library instruction, music department information, identification pictures, registration and an S.G.A. assembly. A Big-Brother - Sister meeting and Sophomore party followed later in the week.

The Freshmen classes are now too large to be assembled in any one place, other than the amphitheater. If possible, there should be some workable plan made so that the class could be divided. This would require the cooperation of other faculty members interested in this type of work.

State Scholarships:

All vacancies are filled, except three which have been lost through a decrease in class enrollment. Those created by student withdrawal or poor scholarship are reawarded during the following semester.

STATE SCHOLARSHIP STUDENTS

| | <u>Class</u> | | | |
|-------------------------------|--------------|------|------|------|
| | 1951 | 1950 | 1949 | 1948 |
| Number initial appointees | 21 | 27 | 20 | 22 |
| Additions | 0 | 2 | 12 | 4 |
| Withdrawals | 5 | 5 | 4 | 12 |
| Dropped (poor record) | 0 | 4 | 4 | 3 |
| Vacancies | 0 | 0 | 3 | 0 |
| Replacements | 5 | 5 | 5 | 8 |
| Graduated prior to June 1948 | 0 | 0 | 0 | 3 |
| Graduating | | | | 16 |
| Total awards in force | 21 | 25 | 29 | 0 |
| Number of original appointees | 16 | 21 | 25 | 8 |
| Point average | 3.14 | 3.12 | 3.29 | 3.37 |

Program Description:

The program is a 12-week course and is a full program of three days. It includes two organization sessions, group meetings for orientation, lecture, library instruction, audio-visual instruction, identification exercises, registration and an I.O.A. assembly. A 12-hour - 12-hour meeting and homework period followed later in the week. The program classes are now and again to be scheduled in any one place, other than the auditorium. It possible, there should be some available place else so that the class could be divided. This would require the cooperation of other faculty members interested in this type of work.

State Schedule:

All materials are filed; except those which have been lost. There is a shortage in class materials. These classes are being scheduled on your schedule and presented during the following weeks.

STATE SCHEDULE SUMMARY

| | Class | | |
|---------------------------------|-------|------|------|
| | 1971 | 1972 | 1973 |
| Number of original appointments | 1 | 7 | 25 |
| Admission | 0 | 2 | 4 |
| Withdrawals | 4 | 2 | 12 |
| Dropouts (prior to week) | 0 | 1 | 3 |
| Attendance | 0 | 0 | 0 |
| Registration | 1 | 1 | 8 |
| Graduated prior to June 1973 | 0 | 0 | 1 |
| Graduating | | | 10 |
| Total credits in class | 11 | 12 | 0 |
| Number of original appointments | 10 | 11 | 1 |
| | 1.14 | 1.12 | 1.77 |

Student Employment:

Work Scholarships available exceed the demand. The Science Department feels that it does not have capable or sufficient laboratory assistants.

Student Financial Assistance
1947-1948

| Type | Number of Students | | Value |
|---|--------------------|-----------|-------------|
| Scholarships | | | \$9238.00 |
| State | 100 | \$9250.00 | |
| Russ | 0 | - - - - | |
| Howe | 2 | 88.00 | |
| State Work Scholarships | 172 | | 11,545.86 |
| Dining Room Service | 98 | | 7,673.13 |
| Laboratory Assistants | 15 | | 1,996.75 |
| Student Office Assistants and Miscellaneous | 26 | | 459.37 |
| TOTAL | 352* | | \$30,913.11 |

*-less duplication

Summer
1947

| Type | Number of Students | | Value |
|---|--------------------|--|-------------|
| State Scholarships | 12 | | \$432.00 |
| Work Scholarships | 30 | | 844.92 |
| Dining Room Service | 15 | | 539.68 |
| Laboratory Assistants | 2 | | 136.75 |
| Student Office Assistants and Miscellaneous | 7 | | 139.63 |
| TOTAL | 63* | | \$2092.98 |
| *-less duplication | | | |
| GRAND TOTAL | 415 | | \$33,006.09 |

Student Enrollment:

Best Enrollment available under the Board. The Board for
 payment this time is not yet ready to authorize laboratory
 enrollment.

Student Enrollment, 1947-1948

| Type | Number of
Students | Value |
|--------------------------|-----------------------|--------------------|
| College | 100 | \$1,000.00 |
| State | 5 | 50.00 |
| Local | 2 | 20.00 |
| Board | 100 | 11,000.00 |
| State with Scholarship | 98 | 1,000.00 |
| Living Room Service | 12 | 1,000.00 |
| Laboratory Assistant | 1 | 1,000.00 |
| Student Office Assistant | 1 | 1,000.00 |
| and Miscellaneous | 1 | 1,000.00 |
| Total | 318 | \$10,000.00 |

*-Living Room Service

Summary
1947

| Type | Number of
Students | Value |
|--------------------------|-----------------------|-------------------|
| State Scholarship | 12 | \$1,000.00 |
| Local Scholarship | 10 | \$1,000.00 |
| Living Room Service | 12 | \$1,000.00 |
| Laboratory Assistant | 2 | \$2,000.00 |
| Student Office Assistant | 1 | \$1,000.00 |
| and Miscellaneous | 1 | \$1,000.00 |
| Total | 48 | \$8,000.00 |

*-Living Room Service

Testing

Entrance Examinations:- a total of 430 applicants took these examinations: 316 in April, 82 in August and 32 in September.

Sophomore Cooperative Tests:-two hundred ninety-five sophomores participated in this program. An individual report was given each participant and comprehensive graphs interpreting the results were posted in the office for student study.

The class as a whole made better scores on the English test than recent sophomore classes but not so well on current affairs and General Culture.

COOPERATIVE SOPHOMORE TESTS
Mean Scores in Relation to
the mean of the norm

| | English | Current Affairs | General Culture |
|---|---------|-----------------|-----------------|
| Percent of Sophomores making scores above the mean of the norm | 73 | 78 | 82 |
| Percentile Position of mean of Montclair Scores in Relation to the norm | 72 | 75 | 78 |

RELATIVE RANKS OF MEANS BY MAJORS

| English | Current Affairs | General Culture |
|--|---|--|
| English
Language
Mathematics | Science
Social Studies | Science
English
Mathematics
Social Studies |
| <u>Mean of class</u>
Social Studies
Science
Music
Bus. Education | <u>Mean of class</u>
Bus. Education
English
Mathematics
Music
Language | <u>Mean of class</u>
Music
Science
Language |

Percentage of students:-- a total of 100 students took these

examinations. 310 in 1911, 21 in 1912 and 22 in 1913.

Percentage of students:-- two students passed-- five students

participated in this program. An individual report was given and

submitted and summarized during the reporting the results were

given in the office for student study.

The class was a whole unit--after meeting in the English room and

reading department classes met and as well as several students and general

activity.

REPORTING DEPARTMENT DATA
Mean Scores in English in
the year of the year

| Percent of students taking | English | Current | General |
|-------------------------------------|---------|---------|---------|
| courses above the level of the year | 75 | 75 | 85 |
| Percentage of mean of | 75 | 75 | 75 |
| students above in English in | | | |
| the year | | | |

REPORTING DEPARTMENT DATA

| English | Current | General |
|--------------------|--------------------|--------------------|
| English | English | English |
| Language | Language | Language |
| Mathematics | Mathematics | Mathematics |
| Science | Science | Science |
| History | History | History |
| Physical Education | Physical Education | Physical Education |
| Art | Art | Art |
| Music | Music | Music |
| Home Economics | Home Economics | Home Economics |
| Foreign Languages | Foreign Languages | Foreign Languages |

National Teachers Examinations:

The National Teachers Examinations were taken by 124 seniors. However, the students taking the tests had a scholastic average above the average of the class and did not truly represent the entire class. Therefore, the usual comparisons would not be valid.

COMPARATIVE RANK OF MAJOR ON THE SEPARATE TESTS

| Test | Rank by Majors | | | | | |
|----------------------------------|----------------|---------|---------|---------|---------|---------|
| Education as a social instrument | English | Soc.St. | Science | Bus.Ed. | Math. | Lang. |
| Child Development | Math. | English | Science | Lang. | Soc.St. | Bus.Ed. |
| Psychology | Math. | Science | English | Lang. | Soc.St. | Bus.Ed. |
| Guidance and Measurement | English | Bus.Ed. | English | Soc.St. | Lang. | Math. |
| Principles and Methods | Math. | Science | English | Bus.Ed. | Lang. | Soc.St. |
| Non-verbal Reasoning | English | Lang. | Soc.St. | Science | Math. | Bus.Ed. |
| Verbal Comprehension | Lang. | English | Science | Bus.Ed. | Math. | Soc.St. |
| English Expression | English | Soc.St. | Lang. | Science | Bus.Ed. | Math. |
| History, Literature, Fine Arts | Science | Math. | Bus.Ed. | Lang. | English | Soc.St. |
| Science and Mathematics | Soc.St. | Science | English | Bus.Ed. | Lang. | Math. |
| Contemporary Affairs | Science | English | Lang. | Math. | Bus.Ed. | Soc.St. |
| Total all Tests | Science | English | Lang. | Math. | Bus.Ed. | Soc.St. |

Thereafter, the said corporation would be sold.

1. NAME OF THE INSTITUTION
 2. STREET ADDRESS AND NO.

[illegible]

Veteran's StatisticsCOMPARISON AVERAGE WEIGHTED SCORES1947-1948

| | Average Cumulative Weighted Score | | |
|------------|-----------------------------------|--------------|-------|
| | Veterans | Non-veterans | Total |
| Freshmen | (37) 2.74 | (303) 2.67 | 2.66 |
| Sophomores | (106) 2.74 | (196) 2.77 | 2.75 |
| Juniors | (169) 2.82 | (168) 2.81 | 2.8 |
| Seniors | (123) 2.92 | (160) 2.91 | 2.91 |

VETERAN ENROLLMENT

| | 1944-45 | 1945-46 | 1946-47 | 1947-48 |
|----------------------|---------|---------|---------|---------|
| Freshmen | 38 | 58 | 138 | 97 |
| Sophomores | 31 | 39 | 107 | 143 |
| Juniors | 17 | 32 | 73 | 140 |
| Seniors | 25 | 33 | 42 | 95 |
| Total Undergraduates | 111 | 162 | 410 | 475 |
| Graduates | | | | |
| Part-time | } 11 | } 37 | } 98 | 76 |
| Full-time | | | | 20 |
| TOTAL | 122 | 199 | 508 | 571 |

CONFIDENTIAL - SECURITY MATTER
1941-1942

| CONFIDENTIAL - SECURITY MATTER | | | |
|--------------------------------|-----------|-----------|-----------|
| Category | 1941-1942 | 1940-1941 | 1939-1940 |
| Domestic | 100 (100) | 100 (100) | 100 (100) |
| Foreign | 100 (100) | 100 (100) | 100 (100) |
| Subtotal | 100 (100) | 100 (100) | 100 (100) |
| Total | 100 (100) | 100 (100) | 100 (100) |

1941-1942

| Category | 1941-1942 | 1940-1941 | 1939-1940 |
|----------|-----------|-----------|-----------|
| Domestic | 100 | 100 | 100 |
| Foreign | 100 | 100 | 100 |
| Subtotal | 100 | 100 | 100 |
| Total | 100 | 100 | 100 |

Alumni:

The executive board for the year was composed of:

| | |
|--------------------|-------------------------|
| William Mason | President |
| Joseph Masiello | Vice President |
| Ella Rank | Corresponding Secretary |
| Walter Bodinschatz | Recording Secretary |
| Lillian Richtberg | Treasurer |
| Ann K. Teuscher | Assistant Treasurer |
| Dorothy McKaig | |
| Joseph Bustard | |
| Vivian Pareti | |

The recognized activities included the Building Program and Annual Homecoming week-end.

The activity calender included Atlantic City Tea (110 in attendance) Alumni-Varsity Basketball Game, and the Alumni Homecoming week-end (estimate attendance of 400).

Associated Alumni group functions: class of 1943 Reunion, War Memorial Concert, Rohwec Banquet, Tribe Dinner, Player's Alumni, and Mathematics Alumni.

Miss Lucy Brown, resident secretary, conducted all routine of the office: correction of mailing lists, correspondence, addressograph plate file, cooperated in planning group functions and carried out directions of the executive board.

Services:

Addressograph: This service was extended to the College High School. Plates for PTA membership were made and addressed when needed.

Photostat: The routine demand from the Veteran's and Registrar's Office requires this service every school day. Half size prints are mailed at the end of the spring semester to each student. Each senior receives, with his diploma, an official full size transcript.

At the end of the fall semester, the students receive photostatic copies of their work through their major department advisor

The committee is now in the process of...

| | |
|----------------|--------------|
| William Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |
| James Wilson | James Wilson |

The committee is now in the process of...

Respectfully,
The Committee

The committee is now in the process of...

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The committee is now in the process of...

Mimeographing: This work is in full charge of Miss Beshar. The following summary shows for whom the work is done but does not include the work of the office of the Dean of Instruction or Visual Aids and Field Studies:

SUMMARY SHEET OF MIMEOGRAPHING
JANUARY-JUNE 1948

| <u>Department</u> | <u>Number of
copies</u> |
|-------------------------------|-----------------------------|
| English Department | 1,000 |
| Social Studies Department | 7,925 |
| Language Department | 4,325 |
| Personnel Office | 200 |
| Physical Education (Women) | 875 |
| Physical Education (Men) | 525 |
| Medical Department | 275 |
| Music Department | 1,825 |
| President's Office | 2,000 |
| Registrar's Office | 12,925 |
| Mathematics Department | 5,700 |
| Business Education Department | 2,825 |
| Science Department | 3,225 |
| Integration Department | 2,275 |
| Miss Favor's Office | 1,675 |
| College High School | 325 |
| Psychology Office | 900 |
| Speech Department | 3,375 |
| Bookstore | 350 |
| Dean Sherwin | 450 |
| Veteran's Office | 600 |
| Montclairion | 150 |
| Publicity Department | 200 |
| Alumni | 575 |
| Business Office | 400 |
| Students | 2,250 |
| Clubs | 525 |
| TOTAL | 57,675 |

Summary: This was a full month of work. The following summary shows for what the work is done and how much of the work of the office of inspection or related field divisions:

MONTHLY SUMMARY OF INSPECTION
JANUARY-1938

| Department | Number of
cases |
|-------------------------------|--------------------|
| Police Department | 1,000 |
| Special Studies Department | 7,955 |
| Language Department | 4,317 |
| Personnel Office | 100 |
| Physical Education (Women) | 175 |
| Physical Education (Men) | 225 |
| National Department | 175 |
| Naval Department | 1,400 |
| Proctor's Office | 1,000 |
| Registrar's Office | 13,000 |
| Revenue Department | 5,700 |
| Business Education Department | 5,715 |
| College Department | 3,500 |
| Inspection Department | 5,715 |
| Miss Jones's Office | 1,075 |
| College High School | 555 |
| Recording Office | 900 |
| Branch Department | 3,475 |
| Executive | 500 |
| Dean's Office | 100 |
| Veteran's Office | 600 |
| Education | 150 |
| Publicity Department | 500 |
| Library | 705 |
| Business Office | 400 |
| General | 7,500 |
| Club | 555 |
| Total | 47,075 |

Test Scoring: Besides the scoring of our own Entrance Examinations, Sophomore Tests, and other department tests, the following summary describes the extent of the service:

SUMMARY OF TEST SCORING SERVICES
1947-1948

| Date | School | Number of
Sets | Amount |
|-------------|---------------------------------|-------------------|-----------------|
| June | Jersey City State College | 142 | \$25.56 |
| | Newark State Teachers College | 190 | 34.20 |
| | Paterson State Tchrs. College | 96 | 17.28 |
| Sept. | Pompton Lakes High School | 594 | 26.73 |
| Oct. | Ridgewood High School | 2027 | 60.81 |
| Nov. | Butler High School | 241 | 7.23 |
| | | | <u>\$171.81</u> |
| Jan. | Jersey City State College | 137 | 24.66 |
| | Paterson State Tchrs. College | 147 | 26.04 |
| April | Springfield Regional H. S. | 753 | 22.59 |
| | Jersey City State College | 179 | 22.47 |
| | Paterson State Tchrs. College | 160 | 20.80 |
| | Newark State Teachers College | 146 | 18.98 |
| May | North Arlington High School | 3030 | 63.91 |
| June | Paterson State Teachers College | 78 | 1.56 |
| | Jersey City State College | 195 | 11.70 |
| | | | <u>\$212.71</u> |
| GRAND TOTAL | | | <u>384.52</u> |

the extent of the service;
 Hydrographic Tables, and other Government books, are following existing conditions
Test Record. Besides the scoring of our own Entrance Examinations,

PROTON CHAMBER THAT IS CLOSED
P181-P181

| Date | School | Number of
Days | Amount |
|-------|--------------------------------|-------------------|-----------------|
| June | 1 year Old State College | 142 | \$12.36 |
| | Mount State Teachers College | 100 | 24.10 |
| | Belmont State Teachers College | 92 | 17.38 |
| Sept. | Belmont State High School | 92 | 22.73 |
| Oct. | Belmont State High School | 207 | 20.32 |
| Nov. | Belmont State High School | 211 | 7.53 |
| | | | <u>\$171.81</u> |
| Jan. | Belmont State College | 137 | 21.96 |
| | Belmont State Teachers College | 147 | 27.04 |
| April | Belmont State Teachers College | 153 | 22.73 |
| | Belmont State Teachers College | 179 | 22.73 |
| | Belmont State Teachers College | 185 | 20.40 |
| | Belmont State Teachers College | 140 | 12.98 |
| May | Belmont State High School | 200 | 21.41 |
| June | Belmont State Teachers College | 78 | 1.30 |
| | 1 year Old State College | 192 | 11.70 |
| | | | <u>\$211.71</u> |
| | | | <u>\$383.52</u> |

ANNUAL REPORT OF THE SUMMER, PART-TIME, and EXTENSION DIVISION—JUNE 30, 1948

Attached to this report are detailed statistical studies of the data for the year that began July 1, 1947 and ends today; that is, for the summer session of 1947, the fall of 1947, and the spring of 1948 in this Division of the College.

The Summer of 1947 saw a slight drop in enrollment from that of the previous summer in this Division of the College; that is, from 444 in the summer session of 1946 to 430 in the summer of 1947. This may have been due to the fact that while there were 78 courses offered in this Division in the summer of 1946, there were only 65 courses offered in the summer of 1947. I have been troubled by the fact that, in order to take care of the accelerated undergraduate, present in the College in such large numbers, it has not been possible for the Departments to offer as many courses in the regular summer session as usual. Other factors that affect enrollment in the summer seem to be: the competing attractions of vacations and of opportunities for employment; the type of courses offered; and the total amount of credit obtainable in the session.

Certain of our graduate men, for example, prefer to work in the summer and come to courses only during the academic year in the Part-Time Division. Some men prefer to go to a college where they can get 9 s.h. credit for three courses instead of the 8 s.h. for four courses offered here.

Some of our women students prefer to take long vacations in summer and come only during the fall and spring; or, they will take the concentrated courses of the China Institute and then leave on vacation; or, they will confine themselves to the Field Trip that follows the regular summer session. In each case, they have a longer vacation than if they had attended the full summer session.

The women like the concentration of the China Institute courses and say they wish we offered such courses in other fields also. It has been very difficult to interest the men in these China courses simply because they cannot obtain 8 s.h. credit if they attend them. This is understandable, if the man is eager to complete work for a degree in a limited amount of time. He feels that by giving up time for the regular summer session he has prevented himself from entering some gainful occupation for the summer and he wants to use the time at college to complete as much work as possible. It does seem, however, that those who have taken these China Institute courses have found them so valuable and so useful in their work in school that it might be well if a way could be found to induce more men teachers to take the courses also. Would it be possible to limit the Beginning Course to men some summer, with the course in the Economic Geography of Asia at 8:30, and follow the Institute course with another concentrated course carrying 3 s.h. credit, during the same hours of the day that the Institute course had met? This would give a total of 8 s.h. for the summer, and while too heavy a program to appeal to the women might make a very strong appeal to the men. I make no suggestion as to the second concentrated course, as I think Dr. Gage would prefer to do that himself.

I hope that sometime we may again offer the undergraduate courses in the regular summer session. There are still some students matriculated for the A.B.

of 1947, the Fall of 1947, and the winter of 1948. In the Division of the Office of the Secretary of the Navy, the following information was obtained:

[illegible]

Instead of the 2 a.m. for four courses of 1000 c.c.
and giving us in a solid one hour can we 2 a.m. could be given
-one to another only within the same hour in the Division - 1000
-tablets of our product used, for example, powder is used in the same way

Some of our women students prefer to have their hair styled in waves and some only during the fall and spring; and they will take the convenience of having it done by the college hairdresser and then have it styled; and they will continue to do so until the fall of next year. It is our hope that the girls will like the regular college hairdresser. It is our hope that the girls will like the fall and spring hairdressing.

and women like the concentration of the Chinese population in the cities and the fact that the Chinese are not yet distributed in the rural areas. It has been very difficult to interest the new Chinese coming to the cities. This is understandable. It is not easy to convince them for a change in a limited amount of time. The Chinese are still very much attached to the rural areas and the cities are not yet ready to accept them. It is not easy to convince them for a change in a limited amount of time. The Chinese are still very much attached to the rural areas and the cities are not yet ready to accept them. It is not easy to convince them for a change in a limited amount of time. The Chinese are still very much attached to the rural areas and the cities are not yet ready to accept them.

I hope that sometime we may again offer the opportunity to meet and discuss the situation in the region. We will be glad to hear from you.

through the Part-Time Division and who cannot come to our Nine-Weeks Session due to the fact that their own schools have not closed by the opening day. Also, Montclair is now well-known among the Deans of other colleges as being fully accredited and they send their students here in summer to make up their freshman courses or to acquire an enrichment of program for the following year. These students live in New Jersey and commute to the college from their homes. They and their parents would like them to have a few days of vacation between the closing of their own college courses and the start of the summer's work. At present, this is impossible, as they must attend the courses of the Nine-Weeks Session. Freshman courses in mathematics, science, English, and social studies are in great demand by these students from other colleges.

The drop in enrollment in the spring semester is difficult to understand until one remembers the state of the weather when the spring semester began. Students had had a very difficult time reaching the College during the month of January, and when the fall semester ended with no relief from the icy roads, many of them seem to have decided to wait for better weather before continuing their work. Thus, we had 488 in the fall, but only 415 in the spring. Eliminating duplications, we had a total of 586 for the two semesters, which was an increase over the previous year, when the total individuals for the two semesters had been only 542. The increase would certainly have been greater had the weather been better.

A comparison of the enrollment of the Veterans in this Division of the College shows a slight decline:

| | <u>Summer</u> | <u>Fall</u> | <u>Spring</u> |
|------|---------------|-------------|---------------|
| 1946 | 125 | 109 | 118 |
| 1947 | 113 | 95 | 110 |

The fact that more attend in the spring than in the fall seems to be due to the addition of a few seniors who receive permission to begin work for the Master's degree while they are in the final semester of their undergraduate work, and to the students who complete their work for the A.B. in February although they do not receive the degree until June. I should not be surprised to see these figures go up a little if many of our Veterans who have recently been graduated decide to continue work for the A.M. degree. Some of these men may think it well to take a full program, which they can do by entering the senior elective courses that meet during the daytime and carry graduate credit in addition to taking the work of the Part-Time Division. In the fall semester of 1947, there were 24 such full-time students; in the spring of 1948, there were 23. I expect these figures to go up next year.

The percentage of Graduate students seems to continue fairly constant:

| | <u>Summer</u> | <u>Fall</u> | <u>Spring</u> |
|------|---------------|-------------|---------------|
| 1946 | 64% | 82% | 85% |
| 1947 | 67% | 81% | 80% |

The lower percentage in the summer session is not so much due to there being fewer graduates but rather to there being more undergraduates in attendance, as mentioned above; students from other colleges.

There has continued to be a demand for graduate courses in Business Education and for more courses on the graduate level in Science. The beginning of a graduate major next fall in the former field is therefore welcome. I hope we can offer more courses on the graduate level in Science.

through the Part-time Division and was carried over to the 1948-49 session. As the fact that the students have not shown the same interest in the Part-time Division as in the full-time Division, it is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis.

The drop in enrollment in the spring semester is difficult to understand. It will be necessary to study the state of the student body in the spring semester. It will be necessary to study the state of the student body in the spring semester. It will be necessary to study the state of the student body in the spring semester.

A comparison of the enrollment of the Division of the College shows a slight decline.

| 1947 | 1948 | 1949 | 1950 |
|------|------|------|------|
| 113 | 124 | 111 | 118 |
| 113 | 124 | 111 | 118 |

The fact that the enrollment in the spring term in the full-time division is not as high as in the fall term is due to the fact that the students who are in the full-time division are not as interested in the Part-time Division as in the full-time Division. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis.

The percentage of students who are in the Part-time Division is as follows:

| 1947 | 1948 | 1949 | 1950 |
|------|------|------|------|
| 67.2 | 68.2 | 67.2 | 68.2 |
| 67.2 | 68.2 | 67.2 | 68.2 |

The fact that the percentage of students who are in the Part-time Division is not as high as in the fall term is due to the fact that the students who are in the full-time division are not as interested in the Part-time Division as in the full-time Division. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis.

There are a number of reasons for the decline in enrollment in the Part-time Division. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis. It is suggested that the Part-time Division be reorganized and that some of the students be given the opportunity to take up their studies on a part-time basis.

This year, by dint of hard work on the part of all concerned - Dean Partridge, the Department Heads, the Business Office, and myself, we were able to get the Summer Session Bulletin for 1948 from the printer on April 20. We had hoped they would be here by April first and shall work toward that end next year. Likewise, the Announcements for the year 1948-1949 arrived on June 8 and so were in the mail and the hands of the students before the opening of the regular summer session, which thus enables our students to plan a year's work in advance. The bulk of these Announcements - to school Principals and the like, will not go into the mail until late in August, being purposely held back until the schools are about to re-open.

The matter of newspaper advertising has again been given consideration. I have no doubt that the placement of a paid advertisement into a paper disposes that paper more favorably toward the College. I have not found, however, any noticeable increase in the requests for Bulletins and Announcements following such insertions, and am of the opinion that possibly we might decrease the amount of such advertising. I shall try to remind the matriculated graduate students next fall that registration is no longer made in the several classes, but in advance of the beginning of the semester's work. I am certain these personal reminders are of more value than is a newspaper announcement which may or may not be noticed by the student. However, one such insertion may perhaps be wise.

The addition of classrooms that are well-lighted has permitted us to send into them some of the formerly crowded classes from small rooms in the College itself. The opening of the student lounge on the first floor on the evenings that classes are held has been welcomed by the graduate students. They still feel the need of a warm meal on campus on Tuesday and Thursday evenings. Even soup or coffee, served by students in the faculty lounges, would be helpful. So long as the College can be reached easily by car, students do not so much object to having to go down to Upper Montclair between the afternoon and the evening classes, but in bad weather they object very much. Also, they could make better use of the Library if they could remain on campus. Perhaps it may be found possible to meet the desires of graduates another year.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor
Administrative Assistant for
Part-time and Summer Work

FINAL REPORT FOR THE SUMMER SESSION - - PART-TIME AND EXTENSION DIVISION ONLY - Aug. 1947

Total number students enrolled through this Division: 430

Detailed Study of Men StudentsGRADUATES

| | |
|-------------------|-----|
| Veterans----- | 78 |
| Non-Veterans----- | 51 |
| Total | 129 |

Total Men: 190

UNGRADUATES

| | |
|-------------------|----|
| Veterans----- | 33 |
| Non-Veterans----- | 28 |
| Total | 61 |

Detailed Study of Women StudentsGRADUATES

| | |
|-------------------|-----|
| Veterans----- | 1 |
| Non-Veterans----- | 159 |
| Total | 160 |

Total Women: 240

UNGRADUATES

| | |
|-------------------|----|
| Veterans----- | 1 |
| Non-Veterans----- | 79 |
| Total | 80 |

RECAPITULATION REGARDING VETERANS

| | |
|---------------------------|-----|
| Total Men Veterans----- | 111 |
| Total Women Veterans----- | 2 |
| | 113 |

RECAPITULATION REGARDING GRADUATES

| | |
|----------------------------|------------------------|
| Total Men Graduates----- | 129 |
| Total Women Graduates----- | 160 |
| | 289 - 67% of the Total |

COURSES

| | |
|-----------------------------|----|
| Number Courses Offered----- | 65 |
| Number dropped----- | 9 |
| Number given----- | 56 |

REGISTRATIONS

| | |
|--|------|
| Total Registrations (Of. Total Individual Students) in Nine Weeks Courses: | 108 |
| Total Registrations in Summer Session courses----- | 850 |
| Total Registrations in China Workshop Courses----- | 71 |
| Total Registrations in French Canada and New England Field Trip----- | 34 |
| Total Registrations in all Courses----- | 1063 |

Average registration per student: 2.4

Average registration per course : 19

TABLE SHOWING NUMBER OF SEMESTER-HOURS CARRIED BY EACH STUDENT THIS SCHOOL YEAR OF 1947

| Students Taking | Semester-Hours | Total |
|---------------------|----------------|------------------|
| 22 | x | 44 |
| 105 | x | 315 |
| 55 | x | 220 |
| 12 | x | 60 |
| 93 | x | 588 |
| 28 | x | 196 |
| 92 | x | 736 |
| 10 | x | 90 |
| 6 | x | 60 |
| 2 | x | 22 |
| <u>430</u> students | | <u>2331</u> s.h. |

Dividing 2331 by 16, gives 145, for the weighted full-time enrollment figure.

| NAME | RESIDENCE | EDUCATION |
|------------------|-----------|-----------|
| 1. J. B. ALLEN | Albany | Yale |
| 2. J. B. ALLEN | Albany | Yale |
| 3. J. B. ALLEN | Albany | Yale |
| 4. J. B. ALLEN | Albany | Yale |
| 5. J. B. ALLEN | Albany | Yale |
| 6. J. B. ALLEN | Albany | Yale |
| 7. J. B. ALLEN | Albany | Yale |
| 8. J. B. ALLEN | Albany | Yale |
| 9. J. B. ALLEN | Albany | Yale |
| 10. J. B. ALLEN | Albany | Yale |
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| 18. J. B. ALLEN | Albany | Yale |
| 19. J. B. ALLEN | Albany | Yale |
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| 99. J. B. ALLEN | Albany | Yale |
| 100. J. B. ALLEN | Albany | Yale |

REPORT OF THE COMMISSIONER OF THE LAND OFFICE, IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE, JANUARY 11, 1906.

ALBANY: J. B. ALLEN, 1906.

FINAL REPORT FOR THE FALL 1947 SEMESTER---PART-TIME AND EXTENSION DIVISION Feb. 1948

TOTAL NUMBER STUDENTS ENROLLED THROUGH THIS DIVISION: 488

Men: 197

Women: 291

Number students carrying a full program (12 or more s.h.): 24

Number students carrying fewer than 12 s.h.----- 464

Detailed Study of Men StudentsGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 64 | MAT. FOR A.M. | 38 |
| 5 | Hold the A.M. | 39 |
| 15 | Not yet mat. | 20 |
| <hr/> | | |
| 84 | TOTALS | 97 |

UNDERGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|----------------|---------------------|
| 9 | MAT. FOR A. B. | 1 |
| 0 | Not yet mat. | 6 |
| <hr/> | | |
| 9 | TOTALS | 7 |

GRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 2 | MAT. FOR A.M. | 86 |
| 0 | Hold the A.M. | 44 |
| 0 | Not yet mat. | 84 |
| <hr/> | | |
| 2 | TOTALS | 214 |

Detailed Study of Women StudentsUNDERGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|----------------|---------------------|
| 0 | MAT. FOR A. B. | 8 |
| 0 | Not yet mat. | 67 |
| <hr/> | | |
| 0 | TOTALS | 75 |

Recapitulation Regarding VETERANS

Total Men Veterans----- 93
 Total Women Veterans----- 2 95

Recapitulation Regarding GRADUATES

Total Men Graduates-----181
 Total Women Graduates-----216 397 - 81% of the total

| | <u>Men</u> | <u>Women</u> | <u>Total</u> |
|--|------------|--------------|--------------|
| Students Taking all work off-campus(Extension) | 7 | 69 | 76 |
| Part-Time and Full-Time on-campus students | 190 | 222 | 412 |
| | 197 | 291 | 488 |

COURSES

Courses Offered On Campus -34 dropped 3 - given: 31
 Courses Offered Off Campus - 1 added 4 - given: 5 36

REGISTRATIONS

Total Registrations in all On Campus courses* - 628
 Total Registrations in all Off Campus courses - 194 822 (Cf. with Individuals)

*This figure includes students admitted to daytime courses, and those taking the supervised student teaching this fall.

Average registration per class: 22.8
 Average " per student ----- 1.6

TABLE SHOWING NUMBER OF SEMESTER-HOURS CARRIED BY STUDENTS

| <u>Students</u>
<u>Taking</u> | | <u>Semester-</u>
<u>Hours</u> | <u>Total</u>
<u>S.H.</u> |
|----------------------------------|---|----------------------------------|-----------------------------|
| 259 | X | 2 | 518 |
| 9 | X | 3 | 27 |
| 141 | X | 4 | 564 |
| 1 | X | 5 | 5 |
| 39 | X | 6 | 234 |
| 1 | X | 7 | 7 |
| 12 | X | 8 | 96 |
| 1 | X | 9 | 9 |
| 1 | X | 10 | 10 |
| 0 | X | 11 | 0 |
| 9 | X | 12 | 108 |
| 4 | X | 13 | 52 |
| 3 | X | 14 | 42 |
| 5 | X | 15 | 75 |
| 2 | X | 16 | 32 |
| 1 | X | 17 | <u>17</u> |

Total 1796, divided by 16, the regular load for a full-time student, gives 112. Thus, the Division this fall had in it the equivalent of 112 full-time students.

FINAL REPORT FOR THE SPRING 1948 SEMESTER: PART-TIME AND EXTENSION DIVISION - May, 1948

TOTAL NUMBER INDIVIDUAL STUDENTS ENROLLED THIS SPRING 415

Men: 193

Women: 222

Number not here in Fall Semester: 98

Number here in Fall 1947 Semester: 488Total Individuals 1947-1948 586

Number students in Spring 1948 semester carrying a full program (12 or more s.h.): 28

Number students carrying fewer than 12 s.h.----- 387

Detailed Study of Men StudentsGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 72 | MAT. FOR A.M. | 45 |
| 5 | Hold the A.M. | 20 |
| <u>16</u> | Not yet Mat. | <u>16</u> |
| 93 | TOTALS | 81 |

UNDERGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 14 | MAT. FOR A.B. | 0 |
| 0 | Not yet Mat. | 5 |
| 14 | TOTALS | 5 |

GRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 2 | MAT. FOR A.M. | 91 |
| 0 | Hold the A.M. | 20 |
| <u>0</u> | Not yet Mat. | <u>47</u> |
| 2 | TOTALS | 158 |

Detailed Study of Women StudentsUNDERGRADUATES

| <u>Veterans</u> | | <u>Non-Veterans</u> |
|-----------------|---------------|---------------------|
| 0 | MAT. FOR A.B. | 9 |
| 1 | Not yet Mat. | 52 |
| 1 | TOTALS | 61 |

Recapitulation Regarding VETERANS

Total Men Veterans----- 107

Total Women Veterans----- 3 110Recapitulation Regarding GRADUATES

Total Men Graduates----- 174

Total Women Graduates--- 160

334 - 80% of the Total Enrollment

| | <u>Men</u> | <u>Women</u> | <u>Total</u> |
|---|------------|--------------|--------------|
| Students Taking All Work Off-Campus (Extension) | 2 | 33 | 35 |
| Part-Time and Full-Time On-Campus Students----- | <u>191</u> | <u>189</u> | <u>380</u> |
| | 193 | 222 | 415 |

COURSES

Courses Offered on Campus - 31 - Discontinued 2 - Given: 29

Courses offered Off Campus - 3 - Discontinued 2 - Given: 1 30

1987

1974

[illegible]

| DATE | TIME | LOCATION | DATE | TIME | LOCATION |
|------|----------|----------|------|----------|----------|
| 1 | 10:00 AM | 0 | 1 | 10:00 AM | 0 |
| 2 | 10:00 AM | 1 | 2 | 10:00 AM | 1 |
| 3 | 10:00 AM | 2 | 3 | 10:00 AM | 2 |
| 4 | 10:00 AM | 3 | 4 | 10:00 AM | 3 |
| 5 | 10:00 AM | 4 | 5 | 10:00 AM | 4 |
| 6 | 10:00 AM | 5 | 6 | 10:00 AM | 5 |
| 7 | 10:00 AM | 6 | 7 | 10:00 AM | 6 |
| 8 | 10:00 AM | 7 | 8 | 10:00 AM | 7 |
| 9 | 10:00 AM | 8 | 9 | 10:00 AM | 8 |
| 10 | 10:00 AM | 9 | 10 | 10:00 AM | 9 |

241 —————
242 —————

(minimally) known to the LSA, and the LSA is not known to the LSA.

REGISTRATIONS

Total Registrations in All On-Campus courses* - 732
 Total Registrations in the Off-Campus course - 45 777 (Of. with Individuals)

*This figure includes students admitted to daytime courses, and those taking the Supervised Student Teaching and enrolled in the Graduate Seminar.

Average registration per class: 25.9

Average " per student——— 1.8

TABLE SHOWING NUMBER OF SEMESTER-HOURS CARRIED BY STUDENTS

| <u>Students</u>
<u>Taking</u> | | <u>Semester-</u>
<u>Hours</u> | <u>Total</u>
<u>S.H.</u> |
|----------------------------------|---|----------------------------------|-----------------------------|
| 181 | X | 2 | 362 |
| 14 | X | 3 | 42 |
| 141 | X | 4 | 564 |
| 1 | X | 5 | 5 |
| 36 | X | 6 | 216 |
| 1 | X | 7 | 7 |
| 9 | X | 8 | 72 |
| 2 | X | 9 | 18 |
| 2 | X | 10 | 20 |
| 0 | X | 11 | 0 |
| 18 | X | 12 | 216 |
| 2 | X | 13 | 26 |
| 5 | X | 14 | 70 |
| 0 | X | 15 | 0 |
| 1 | X | 16 | 16 |
| 0 | X | 17 | 0 |
| 1 | X | 18 | 18 |
| <u>1</u> | X | <u>19</u> | <u>19</u> |

415

load for a full-time student, gives 104.
 equivalent of 104 full-time students.

Total 1671, divided by 16, the regular
 Thus, the Division this spring had in it the

[illegible]

10. The above information is being furnished to you for your information only. It is not to be used for any other purpose without the express written consent of the Bureau of the Census.

9.25 x 10¹⁰ per 1000 g of tissue

| Year | Number of
cases | Number of
deaths | Number of
cases |
|------|--------------------|---------------------|--------------------|
| 1901 | 1 | 1 | 1 |
| 1902 | 1 | 1 | 1 |
| 1903 | 1 | 1 | 1 |
| 1904 | 1 | 1 | 1 |
| 1905 | 1 | 1 | 1 |
| 1906 | 1 | 1 | 1 |
| 1907 | 1 | 1 | 1 |
| 1908 | 1 | 1 | 1 |
| 1909 | 1 | 1 | 1 |
| 1910 | 1 | 1 | 1 |
| 1911 | 1 | 1 | 1 |
| 1912 | 1 | 1 | 1 |
| 1913 | 1 | 1 | 1 |
| 1914 | 1 | 1 | 1 |
| 1915 | 1 | 1 | 1 |
| 1916 | 1 | 1 | 1 |
| 1917 | 1 | 1 | 1 |
| 1918 | 1 | 1 | 1 |
| 1919 | 1 | 1 | 1 |

101. The following are given for a full-time student:

| | Total | 1971-1972 |
|---|-------|-----------|
| 101. The following are given for a full-time student: | | |



